DOCUMENT RESUME

ED 082 026	CE 000 322

TITLE	Career Education in the Elementary School: An Infused Approach.
INSTITUTION	Long Island Univ., Greenvale, N.Y. C.W. Post Center Graduate School of Education.
PUB DATE	73
NOTE	319p.
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	*Annotated Bibliographies; Audiovisual Aids; Behavioral Objectives; *Career Education; Elementary Grades; *Elementary School Curriculum; *Primary Education; Primary Grades
IDENTIFIERS	*Education Professions Development Act

ABSTRACT

Forty school personnel met for a six-week workshop, at Long Island University, with the aim of infusing Career Education into existing curricula. Infused behavioral objectives were developed and categorized under eight elements (self awareness, educational awareness, career awareness, economic awareness, decision making, skill awareness, employability skills, attitudes and appreciations) and 32 themes from the Center for Vocational and Technical Education of the Comprehensive Career Education Model of Ohio State University. For kindergarten through grade 6, resources were researched and include audio-visual materials, books, kits, teacher aids, and lists of people from business and industry who might serve as community consultants. For each grade level, there is listed the career education element, a particular theme, the infused behavioral objective, content areas, and resources. A sixteen-page annotated bibliography for career education is included. (AG)

ED 082026

CAREER EDUCATION IN THE ELEMENTARY SCHOOL: AN INFUSED APPROACH

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

E.P.D.A. Project in Career Education

Project Director
Julia E. De Carlo, Ph.D.
Chairman, Department of Instruction

C.W. Post Center
Long Island University
Graduate School of Education

CE 000 322

FILMED FROM BEST AVAILABLE COPY

ED 082026

CAREER EDUCATION IN THE ELEMENTARY SCHOOL:
AN INFUSED APPROACH

1973

Project Director

Julia E. De Carlo, Ph.D.
Chairman, Department of Instruction

C. W. Post Center
Long Island University
Graduate School of Education

E.P.D.A. Project in Career Education

ACKNOWLEDGEMENTS

The project would not have been successfully completed without the help, advice and support of:

Dr. Thomas F. Bowman, Dean of the Graduate School of Education, C. W. Post Center, Long Island University; Mr. James McCann, Coordinator of the Career Education Inservice Project, The New York State Education Department; Dr. John Wilcox, Professor of Education and Director of the Cornell Institute for Research and Development in Occupational Education; and Dr. Gene M. Winter, Associate Director of the Cornell Institute. Dr. Constant A. Madon, Coordinator of Elementary Education and Reading at C. W. Post Center aided the Project Director in editing the material. The work of Elaine Lavas as project secretary and major typist and that of Tina Lansing, typist, is most deeply appreciated.

TABLE OF CONTENTS

PAGE

Preface ix

Participating Schools in the Career Education Inservice Project ix

Participants xiii

Definitions of Career Education xv

Developmental Program Themes Comprehensive Career Education Model xix

KINDERGARTEN K-1

Self-Awareness K-1

Educational Awareness K-6

Career Awareness K-9

Economic Awareness K-13

Decision Making K-17

Skill Awareness, Beginning Competence K-22

Employability Skills K-25

Attitudes and Appreciations K-28

GRADE ONE I-1

Self-Awareness I-1

Educational Awareness I-9

Career Awareness I-15

PAGE

Economic Awareness I-22

Decision Making I-24

Skill Awareness, Beginning Competence I-27

Employability Skills I-32

Attitudes and Appreciations I-35

GRADE TWO II-1

Self-Awareness II-1

Educational Awareness II-9

Career Awareness II-13

Economic Awareness II-18

Decision Making II-24

Skill Awareness, Beginning Competence II-26

Employability Skills II-31

Attitudes and Appreciations II-34

GRADE THREE III-1

Self-Awareness III-1

Educational Awareness III-8

Career Awareness III-12

Economic Awareness III-21

Decision Making III-24

Skill Awareness, Beginning Competence III-29

Employability Skills III-33

PAGE

Attitudes and Appreciations III-37

GRADE FOUR IV-1

Self-Awareness IV-1

Educational Awareness IV-5

Career Awareness IV-8

Economic Awareness IV-17

Decision Making IV-20

Skill Awareness, Beginning Competence IV-24

Employability Skills IV-27

Attitudes and Appreciations IV-30

GRADE FIVE V-1

Self-Awareness V-1

Educational Awareness V-5

Career Awareness V-9

Economic Awareness V-15

Decision Making V-20

Skill Awareness, Beginning Competence V-22

Employability Skills V-25

Attitudes and Appreciations V-27

GRADE SIX VI-1

Self-Awareness VI-1

Educational Awareness VI-6

PAGE

Career Awareness VI-9

Economic Awareness VI-14

Decision Making VI-18

Skill Awareness, Beginning Competence VI-20

Employability Skills VI-22

Attitudes and Appreciations VI-24

BIBLIOGRAPHY B-1

PREFACE

Career Education has been generating a great deal of interest in public and private schools throughout the United States. If taught as a separate subject it would mean an added burden for teachers who must manage an already burgeoning curriculum. Thus, the prognosis for having continued and sustained effects on American youth would be limited. It would appear, therefore, that a more viable approach would be to infuse Career Education into existing curricula. Toward this end, forty school personnel including teachers, librarians and administrators met during the summer of 1973 in a six week workshop on Career Education at C. W. Post Center, Long Island University, Greenvale, New York. They represented seven school districts from Nassau and Suffolk counties on Long Island.

The process by which Career Education was integrated into existing curricula consisted of the participants meeting across grade levels for sustained periods during the workshop. Infused behavioral objectives were developed and categorized under the eight elements and thirty-two themes from The Center for Vocational and Technical Education, of the Comprehensive Career Education Model of Ohio State University. The content areas directly related to the infused behavioral objectives were also noted. Resources were researched and include audio-visual materials, books, kits, teacher aids and lists of individuals from business and industry who might serve as community consultants. A selected annotated bibliography is also included.

The development of the materials herein was only one aspect of the six-week Institute. Additionally, each Task Force prepared an extensive Community Resource File for use in their own school systems. A career education inservice training program for the other elementary teachers in the various districts was designed by each Task Force. Also, individual team members prepared instructional materials appropriate for use in their own classrooms.

The participants plan to use the materials during the 1973-74 school year.

Summer 1973

Julia E. De Carlo

PARTICIPATING SCHOOLS IN CAREER EDUCATION INSERVICE PROJECT

Christ the King School
Indian Head Road
Commack, New York
Sister Mary O'Donnell, Principal

Comsewogue School District
Comsewogue Elementary School
51 Terryville Road
Port Jefferson Station, New York
Mr. Robert J. Johnson, Principal

Farmingdale Public Schools
Woodward Parkway School
Woodward Parkway
Farmingdale, New York
Mrs. Patricia A. Desch, Principal

Half Hollow Hills Schools
Otsego Elementary School
55 Otsego Avenue
Dix Hills, New York
Mr. William J. Wilson, Principal

Kings Park Public Schools
Park View Elementary School
Roundtree Drive and Haig Place
Kings Park, New York
Mrs. Maureen Ryan, Principal

Locust Valley Public Schools
Locust Valley Elementary School
Ryefield Avenue
Locust Valley, New York
Dr. Ann Mac Arthur, Principal

Port Washington Public Schools
John J. Daly School
36 Rockwood Avenue
Port Washington, New York
Mr. Peter P. Faiella, Principal

PARTICIPANTS OF CAREER EDUCATION INSERVICE PROJECT

Andrews, Louise	Kings Park	Librarian
Arden, Marylou	Christ the King	Fifth Grade
Baranello, Barbara	Half Hollow Hills	Third Grade
Baranello, Lewis A.	Half Hollow Hills	Sixth Grade
Berko, Susan K.	Kings Park	Second Grade
Carney, Rita	Christ the King	Third Grade
Cavoli, Agatha	Christ the King	Sixth Grade
Chalcraft, Concetta B.	Farmingdale	Kindergarten
Clark, Mary Opal	Locust Valley	Reading
Cronin, Drew R.	Kings Park	Sixth Grade
Cusano, Arthur J.	Farmingdale	Sixth Grade
Dellinger, Shelley A.	Farmingdale	Third Grade
Deveney, Phyllis	Christ the King	First Grade
Dinora, Michael	Kings Park	Guidance
Ebbrecht, James W.	Kings Park	Assistant Principal
Frataccia, Enrico V.	Port Washington	Third Grade
Gerson, George	Comsewogue	Fifth Grade
Green, Leatrice	Locust Valley	Second Grade
Greenbaum, Ziona	Locust Valley	First Grade
Huckabee, James R.	Port Washington	Fifth Grade
Johnson, Wayne A.	Comsewogue	Sixth Grade
Larsen, Moira	Locust Valley	Kindergarten
McIntyre, Lynn	Locust Valley	Fifth Grade
Maloney, Doris A.	Port Washington	First Grade
Meaney, Anne E.	Half Hollow Hills	First Grade
Monaco, Mary Ann T.	Port Washington	Sixth Grade
Myles, Doris	Locust Valley	Sixth Grade
Puleo, Rose	Comsewogue	First Grade
Sabatino, Charlotte	Half Hollow Hills	Second Grade
Scholer, Gerald	Kings Park	Third Grade
Smith, Michele C.	Comsewogue	Librarian
Swimmer, Marilyn	Half Hollow Hills	Fourth Grade
Tacktill, Shirley	Farmingdale	Second Grade
Tylinski, Pamela	Half Hollow Hills	Fifth Grade
Walter, Carmen	Locust Valley	First Grade
Wilcox, William	Kings Park	Fourth Grade
Williams, Mary Ellen	Christ the King	Fourth Grade
Urbach, Kathleen	Port Washington	Second Grade
Woodard, Yvonne D.	Port Washington	Fourth Grade
Zeblin, Marie	Comsewogue	Fourth Grade

DEFINITIONS OF CAREER EDUCATION

Each task force has developed their own definition of career education. They are as follows:

Christ the King, Commack

Career education is a new concept in education to be infused into and add new meaning to all educational curricula. This is done by developing, testing and installing a program dealing with the social and emotional development of the child as well as the academic. Its purpose is to help children develop a keen insight into their potentials, their aspirations and their limitations. This concept of self-awareness is established for the prime purpose of helping the student in making choices and adjusting to the world in which he must become a productive member.

Comsewogue Elementary School, Port Jefferson Station

Career education is a logical sequence of preparatory steps that must be followed for the selective choice of a career. Elementary level should stress the development of self-awareness and career awareness so that at a later date the child will be able to align these strengths to the world of work. The school and community are responsible for preparing and helping children live in a socially mobile, complex and changing society. Children will become better oriented if they are provided with the opportunities to question and explore the world of work at an early age.

John J. Daly School, Port Washington

Career education in its broadest spectrum is indeed education for life. Its inherent function is to aid in the development of an individual's self-awareness and to assist the individual to obtain the knowledge of the existing relationship within the realm of his individual aspirations and and values. Furthermore, an intensive career education program should maintain the capacity to enable a child to mature independently and become more self-sufficient in establishing his goals and facilitating the critical decision-making process which he is confronted with each day of his life. In short, career education is an attempt to prepare persons for life throughout their formal education, whether it be within the area of higher education or the immediate entry into the "world of work."

Locust Valley Elementary School, Locust Valley

Career education is a developmental process of infusing the world of work into the existing curriculum, K-12. It will develop in each student his abilities and potentials to successfully become a fulfilled and productive individual in society.

Otsego Elementary School, Half Hollow Hills

Career education requires each teacher to re-evaluate and redirect his own teaching methods to meet the individual needs of each student. Career education should instill a sense of worth and responsibility in each student. He will become aware of himself as an individual within society. Each student will be mature enough to make decisions, to have an assessment and healthy knowledge of his own needs, attitudes, skills and interests. Upon graduation from high school, each person will have developed a salable skill. At the same time, he will also develop an honest respect for and awareness of the vast areas of work. In summation, career education might be more properly labeled as education for living and life.

Park View Elementary School, Kings Park

Career education is everything we, as educators, must do to encompass the attitudes, knowledge, and skills that our students will need to choose, prepare for and pursue a successful career. Career education is a total concept which should become the backbone of all curriculum found in the elementary school. It means giving meaning to all education by relating its content to the job world. Career education should become part of a student's learning experience from the moment he enters school.

Woodward Parkway School, Farmingdale

Career education is a continuing, lifelong, confluent process designed to foster a positive self-concept, awareness of social interrelationships and interdependencies, development of transferable skills at appropriate developmental levels, and a comprehensive awareness and familiarity with the world of work; a way of helping the individual to arrive at an appropriate life style based upon personal needs, aspirations, talents and skills, within the framework of the societal structure.

DEVELOPMENTAL PROGRAM THEMES

Comprehensive Career Education Model

Self-Awareness

Theme 1: The student will recognize the relationship of his interests, aptitudes, and achievements to the realization of his career goals.

Theme 2: The student will learn about himself in relation to his culture through understanding and experiencing roles.

Theme 3: The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.

Theme 4: The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

Theme 5: The student will recognize that self-knowledge is related to a set or system of values unique to him.

Theme 6: The student will learn to establish, although tentative, personally relevant goals.

Educational Awareness

Theme 7: The student will recognize that learning is a continuous process occurring in and outside of school.

Theme 8: The student will recognize that educational experiences are a part of his career development.

Theme 9: The student will recognize that different career directions require varying types of educational preparation.

Theme 10: The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

Career Awareness

Theme 11: The student will understand the variety of occupations found in the world of work.

Theme 12: The student will understand the way in which occupations relate to needs and functions of society.

Theme 13: The student will determine the worker qualifications related to performing the basic tasks of various occupations.

Theme 14: The student will recognize that his career development includes progression through stages of educational and occupational experiences.

Theme 15: The student will understand the relationship between career and life-style.

Economic Awareness

Theme 16: The student will understand the relationship between personal economics, life-style, and occupational roles.

Theme 17: The student will understand the range of social and economic benefits associated with various occupations.

Theme 18: The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.

Theme 19: The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state, and nation.

Decision Making

Theme 20: The student will identify and state personal goals as part of making career decisions.

Theme 21: The student will become proficient in identifying and using resource information in making career decisions.

Theme 22: The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement a course of action.

Skill Awareness - Beginning Competency

Theme 23: The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

Theme 24: The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial, and industrial activities.

Theme 25: The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.

Theme 26: The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career of his choice.

Theme 27: The student will develop the skills necessary for employment in the career area of his choice.

Employability Skills

Theme 28: The student will recognize the implications of working, with and without supervision, independently and with others.

Theme 29: The student will relate information about himself in selecting, learning, or performing duties.

Theme 30: The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

Attitudes and Appreciations

Theme 31: The student will recognize the responsibilities to himself and others when accepting a task or job.

Theme 32: The student will recognize individual differences and become tolerant in his interpersonal relationships.

The Center for Vocational and Technical Education, The Ohio State University. Developmental Program Goals for the Comprehensive Career Education Model. 1972.

KINDERGARTEN

SELF AWARENESS

Goals:
The student will become aware of:

- Interests in toys and play activities
- Family roles
- Other people's influence
- Cultural differences
- Body place relationships

C. E. ELEMENT SELF AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE

After using Peabody Kit, body parts, and playing games in which different parts of the body are identified, the child will be able to assemble the parts of the body to form one being on the Flannel Board.

CONTENT AREAS

Social Studies
Science - Anatomy

RESOURCES

Books

A Book About Me. Edith Jay. Science Research Associates,1968.
I Like To Be Me. Barbara Del Geddes. Viking Press.
Just Me. Marie Hall Ets. Viking Press, 1965.
Who Am I. Sally Fabry. Whitman.

Teaching Aids

DUSCO. (kit) American Guidance Services, Inc.
Focus on Self Development. (kit) Science Research Associates.
Peabody Kit. Figures-Parts of body, and clothes.
American Guidance Services, Inc.

Community/People

Ourselves
Children

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE

The child will role play being his/her younger or older brother/sister.

CONTENT AREAS

Social Studies - The Family
Language Arts - Creative Expression

RESOURCES

A.V. Materials

They Need Me. Churchill Filmstrip Series.
#1. Mother and Father Need Me.
#2. My Baby Sister Needs Me.
#3. My Friends Need Me.
#4. My Dog Needs Me.

Books

Big Brother. Charlotte Zolotow, Harper, 1960.
The Hating Book. Charlotte Zolotow, Harper, 1969.

*Please add other resources as you learn about them.

C. E. ELEMENT KINDERGARTEN

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE

The child will identify two tasks father performs around the house.

CONTENT AREAS

Social Studies - The Family

RESOURCES

A.V. Materials

Fathers Go Away to Work. Pat Dowling Pictures. (F)
Daddy Comes Home. Children's Record Guild. (R)

Books

A Day With Daddy. Alvin Tresscht, Lothrop.

Community/People

Fathers who will come in to be interviewed.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE

The child will indentify two tasks mother performs around the house.

CONTENT AREAS

Social Studies - The Family

RESOURCES

A.V. Materials

Let's Help Mommy. (R) Childrens Record Guild.

Books

I Want to be a Homemaker. Carla Green, Children's Press, 1961.

Community/People

Class mothers to be interviewed.
Mothers at Home.

Teaching Aids

Rhythm Sequence of Activities from the Record.

* Please add other resources as you learn about them.

C. E. ELEMENT: SELF AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE

Drawing on his family background, the child will through role playing act out roles of family members.

CONTENT AREAS

Social Studies – The Family
Language Arts - Creative Expression

RESOURCES

A.V. Materials

The Family at Home (FS)
The Family Begins the Day (FS)

Books

Daddies. Lonnie C. Carton, Random House, 1960.
Family Life. Elaine Hoffman, Melmont, 1954.
I Want to be a Homemaker. Carla Green, Children's Press,196
My Family. Miriam Schlein, Ahelard Schuman, 1960.
Where are the Mothers. Dorothy Marino, Lippincott, 1957.

Community/People

Child's Own Family

Teaching Aids

Instructo Magnetic Members of the Family

*Please add other resources as you learn about them.

KINDERGARTEN

EDUCATIONAL AWARENESS

Goals:
The student will become aware that:

- Situations relevant to school achievement may be experienced in and out of the classroom
- School activities relate to self and family

C. E. ELEMENT EDUCATIONAL AWARENESS KINDERGARTEN

CAREER EDUCATION THEME
7. The student will recognize that learning is a continuous process occurring in and outside of school.

INFUSED BEHAVIORAL OBJECTIVE
After a discussion of school rules the child will be able to state two safety rules important both at home and at school.

CONTENT AREAS
Social Studies - Safety

RESOURCES

Teaching Aids

Pictures of children pushing, running, fighting, slamming doors.

*Please add other resources as you learn about them.

C. E. ELEMENT EDUCATIONAL AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside of school.

INFUSED BEHAVIORAL OBJECTIVE

After learning about sharing at home, the child will be able to go from one activity to another being able to cooperate in each group.

CONTENT AREAS

Social Studies - Getting along with others.

RESOURCES

A.V. Materials

Learning to be Unselfish. (FS) Learning to Live Together Series.

Let's Share With Others. (F) Coronet Films.

*Please add other resources as you learn about them.

C. E. ELEMENT EDUCATIONAL AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside of school.

INFUSED BEHAVIORAL OBJECTIVE

After having heard the many ways we help each other in the classroom the child will be able to tell at least two ways that he can help at home.

CONTENT AREAS

Social Studies - Home

RESOURCES

A.V. Materials

Listen Jimmy! (FS) Getting to Know Me Series. QED. 1969.

*Please add other resources as you learn about them.

KINDERGARTEN

CAREER AWARENESS

Goals:
The student will become aware of:

-Many tasks to be done in school
-Workers of the community
-Goods produced and services provided in the community

C. E. ELEMENT CAREER AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.

INFUSED BEHAVIORAL OBJECTIVE

After being exposed to workers in the school, the child will identify five different occupations of workers found in the school building.

CONTENT AREAS

Social Studies - The School
Language Arts - Verbal Expression

RESOURCES

Books

Big New School. Evelyn Hastings. Follett, 1956.

Community/People

Bus Driver, Cafeteria Worker, Custodian, Librarian, Nurse, Principal, Teacher may be visited, questioned, observed, invited to class.

Teaching Aids

Instructo Flannel Board - School Helpers.

*Please add other resources as you learn about them.

C. E. ELEMENT CAREER AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

12. The student will understand the way in which occupations relate to needs and functions of society.

INFUSED BEHAVIORAL OBJECTIVE

After visiting people who work in the school, the child will be able to match the occupation to the services provided by each worker.

CONTENT AREAS

Social Studies - The School
Language Arts - Memory and Verbal Expression

RESOURCES

Books

I Want To Be A Librarian. Carla Greene. Children's Press,1959.
I Want To Be A Nurse. Carla Greene. Children's Press, 1959.
I Want To Be A Teacher. Carla Greene. Children's Press, 1959.

Teaching Aids

School Helpers. Instructo Flannel Board.

Other

Tools used by workers in school - hammers, saws, wrenches, thermometers, bandaids, telephone, pencil.

*Please add other resources as you learn about them.

C. E. ELEMENT CAREER AWARENESS KINDERGARTEN

CAREER EDUCATION THEME
12. The student will understand the way in which occupations relate to needs and functions of society.

INFUSED BEHAVIORAL OBJECTIVE
Given exposure to the roles of workers who affect the family, the child will identify five different occupations of workers found in the community.

CONTENT AREAS
Social Studies - The Community

RESOURCES

A.V. Materials

Firemen at Work.
Policemen at Work.

Books

About Friendly Helpers Around Town. Elaine Hoffman. Melmont, 1967.
I Want to be a Doctor, Bus Driver, others. Carla Greene. Children's Press, 1959.
Andy and the School Bus. Jerold Beim. Morrow, 1947.

Community/People

Doctor, Fireman, Policeman, Shoe Repairman, Baker, Salesman, Groceryman.

Teaching Aids

McGraw-Hill. Pictures and Teacher's Manual. Bus Driver, Nurse, School Custodian.

*Please add other resources as you learn about them.

C. E. ELEMENT CAREER AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

After visiting the Bakery the child will name at least two things produced and name at least two jobs performed by the workers.

CONTENT AREAS

Social Studies - The Community
Language Arts - Verbal Expression

RESOURCES

Community/People

Local Bakery

Teaching Aids

Experience Chart Paper

Other

Flour or mixes to make bread and cookies.
Hands on experience - use oven in room or cafeteria.

*Please add other resources as you learn about them.

KINDERGARTEN

ECONOMIC AWARENESS

Goals:
The student will become aware of:

- Why people work
- Some of the uses of money and trade
- Concept that fulfillment of wants must sometimes be postponed

C. E. ELEMENT ECONOMIC AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics, life-style and occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

After a discussion of family roles, the child will tell the reasons why parents work.

CONTENT AREAS

Social Studies - The Family

RESOURCES

A.V. Materials

Why Fathers Work. (F) Encyclopedia Britanica.

Books

Families and Their Needs. Silver Burdette Series.
True Book of Money. Benjamin Elkin. Children's Press.

*Please add other resources as you learn about them.

C. E. ELEMENT ECONOMIC AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics, life-style and occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

After a discussion of family roles the child will be able to tell two uses of the money parents earn.

CONTENT AREAS -

Social Studies - The Family

RESOURCES

A.V. Materials

Why Fathers Work (F) Encyclopedia Britannica.

Books

The Plant Sitter. Gene Zion. Harper, 1959.

Teaching Aids

Experience Chart

*Please add other resources as you learn about them.

C. E. ELEMENT ECONOMIC AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

18. The student will understand how wealth is accumulated through saving and investments and how it may influence his career and life-style.

INFUSED BEHAVIORAL OBJECTIVE

After learning that earned money is needed to buy food, clothing and shelter, the child will give a reason for not being able to buy all the toys in the store.

CONTENT AREAS

Social Studies - Economics

RESOURCES

Teaching Aids

Play Money

*Please add other resources as you learn about them.

C. E. ELEMENT ECONOMIC AWARENESS KINDERGARTEN

CAREER EDUCATION THEME

18. The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.

INFUSED BEHAVIORAL OBJECTIVE

After asking how many children have "piggy" banks, the child will tell where and how he acquired the money to put into it.

CONTENT AREAS

Social Studies - Economics

RESOURCES

Books

True Book of Money. Benjamin Elkin. Children's Press.

*Please add other resources as you learn about them.

KINDERGARTEN

DECISION MAKING

Goals:
The student will become aware of:

- -Choices in situations related to self, family and school
- -Understanding that decisions require "making up one's mind"
- -Different kinds of media he can use

C. E. ELEMENT DECISION MAKING KINDERGARTEN

CAREER EDUCATION THEME

21. The student will become proficient in identifying, and using resource information in making career decisions.

INFUSED BEHAVIORAL OBJECTIVE

Given a list of the workers at school, the child will chose one worker he would like to tell about.

CONTENT AREAS

Language Arts - Storytelling

RESOURCES

A.V. Materials

Helpers At School. (F) Coronet Films.
School Helpers. (FS) Educational Reading Service.

Books

About School Helpers. E. Hoffman. Melmont, 1955.
I Know A Bus Driver. Genevieve Gray. Putnam, 1972.
I Want to be a Librarian. Carla Greene. Children's Press,1960.
I Want to be a Teacher. Carla Greene. Children's Press,1957.
Let's Find Out About School. M. Shapp. Watts, 1961.
Read About the Teacher. Francine Klagsbrun. Watts, 1970.
Richard Scarry's Great Big Schoolhouse. Richard Scarry. Random House, 1969.

Teaching Aids

Instructo Flannel Board - School Helpers

Community/People

School Staff

*Please add other resources as you learn about them.

C. E. ELEMENT DECISION MAKING KINDERGARTEN

CAREER EDUCATION THEME

22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

INFUSED BEHAVIORAL OBJECTIVE

After having had a story read to him with two different endings, the child will select one ending and tell why he chose it.

CONTENT AREAS

Language Arts - Listening

RESOURCES

Books

Ask Mr. Bear. Marjorie Flack. Macmillan, 1932.
Curious George. H. Rey. Houghton Mifflin, 1941.
I Am Andy. Charlotte Steiner. Knopf, 1961.
What Would You Do With a Giant. Barbara Bottner. Putnam,1972.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

INFUSED BEHAVIORAL OBJECTIVE

Given a thermometer, bandaid, hammer, broom, spoons, pots, dishes, a bundle of notices, and a telephone, the child will name the workers at school and which tool he or she would use in his or her job. (Nurse, custodian, cafeteria worker, secretary.)

CONTENT AREAS

Social Studies - School
Language Arts - Self Expression

RESOURCES

Teaching Aids

Pictures of different school workers.

Other

Tools - thermometer, bandaid, hammer, broom, dishes, a bundle of notices, and a telephone.

*Please add other resources as you learn about them.

C. E. ELEMENT DECISION MAKING KINDERGARTEN

CAREER EDUCATION THEME

22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

INFUSED BEHAVIORAL OBJECTIVE

Given a choice of three different colors of contruction paper, the child will chose one to draw a picture of himself.

CONTENT AREAS

Language Arts - Creative Expression
Art - Color Discrimination

RESOURCES

Books

Brown Is a Beautiful Color. J. C. Bond. Watts, 1969.
Hailstones and Halibut Bones. Mary O'Neill. Doubleday,1961.
I Like Red. R. Bright. Doubleday, 1955.
Little Blue, Little Yellow. Leo Lionni. McDowell Oblensky,1959.
The First Book of Color. Herbert P. Paschel. Watts, 1959.
What Color Is Love? Joan Walsh Anglund. Harcourt, 1966.

Other

Construction Paper
Crayons
I Have Two Eyes to See With. (song) Kindergarten Song Book.

*Please add other resources as you learn about them.

C. E. ELEMENT SKILL AWARENESS KINDERGARTEN
BEGINNING COMPETENCE

CAREER EDUCATION THEME

23. The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations and evaluate the product.

INFUSED BEHAVIORAL OBJECTIVE

Given a box of shapes, the child will be able to pick out the triangles.

CONTENT AREAS

Language Arts - Readiness

RESOURCES

Books

A Kiss Is Round. Blossom Budney. Lothrop, 1954.
Shapes. Miriam Schlein. W.R.Scott, Young Scott Books, 1952.
The Little Circle. Ann Atwood. Scribner, 1967.

Teaching Aids

Box of Wooden Geometric Shapes - Parquetry Blocks
Feeling Box
Flannel Board - Shapes of circles, squares, and triangles.

*Please add other resources as you learn about them.

KINDERGARTEN

SKILL AWARENESS, BEGINNING COMPETENCE

Goals:
The student will become aware that:

- Steps are involved in completing tasks
- Safety is necessary in tool use
- Relationships exist with other people in the classroom
- Physical coordination is necessary in classroom activities
- Skills in listening, exacting, discrimination and manipulation must be developed

C. E. ELEMENT SKILL AWARENESS
BEGINNING COMPETENCE
KINDERGARTEN

CAREER EDUCATION THEME

23. The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

INFUSED BEHAVIORAL OBJECTIVE

Given a box of objects, the child will be able to classify them by color.

CONTENT AREAS

Language Arts - Visual and Color Discrimination

RESOURCES

Books

Hello Yellow. Robert Jay Wolff. Scribner, 1968.
Little Blue, Little Yellow. Leo Lionni. McDowell Oblensky, 1959.
The House of Four Seasons. Roger Duvoisin. Lothrop & Shepard Co., 1956.

Teaching Aids

Colors. Achievement Aid Record.
Peabody Kit. *Color Sticks*. American Guidance Services.

*Please add other resources as you learn about them.

C. E. ELEMENT SKILL AWARENESS KINDERGARTEN
BEGINNING COMPETENCE

CAREER EDUCATION THEME

26. The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his choice.

INFUSED BEHAVIORAL OBJECTIVE

Given three sounds heard in the house, the child will be able to name each.

CONTENT AREAS

Language Arts - Auditory Discrimination

RESOURCES

A.V. Materials

Tape Recordings of:
a. knocking on a door
b. closing a drawer
c. ringing a bell
d. running water at faucet
e. dropping a pot
f. closing a door
g. crushing paper
h. ripping paper
i. switching on a light

*Please add other resources as you learn about them.

C. E. ELEMENT SKILL AWARENESS KINDERGARTEN
BEGINNING COMPETENCE

CAREER EDUCATION THEME

26 The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his choice.

INFUSED BEHAVIORAL OBJECTIVE

Given three animal sounds, the child will be able to name each.

CONTENT AREAS

Language Arts - Auditory Discrimination

RESOURCES

A.V. Materials

Sounds Around Us. (R) Scott Foresman.

Teaching Aids

Peabody Kit.

*Please add other resources as you learn about them.

KINDERGARTEN

EMPLOYABILITY SKILLS

Goals:
The student will become aware of:

- -Importance of following directions
- -Understanding that tasks may be completed in various ways
- -Performance of simple tasks in individual or group settings

C. E. ELEMENT EMPLOYABILITY SKILLS KINDERGARTEN

CAREER EDUCATION THEME

28. The student will recognize the implication of working, with and without supervision, independently and with others.

INFUSED BEHAVIORAL OBJECTIVE

In a group situation the child will be able to perform an individual task by passing out(straws, napkins or milk) to each of the other children.

CONTENT AREAS

Social Studies - School

RESOURCES

Books

Five Chinese Brothers. Claire Bishop. Coward McCann, 1938.
I Can't, Said the Ant. Polly Cameron. Coward McCann,1961.
Look What I Can Do. Jose Areugo. Scribner, 1971.

Teaching Aids

Helper Chart for Week or Day.
Responsibility for doing one job which is listed or illustrated on chart.

*Please add other resources as you learn about them.

C. E. ELEMENT EMPLOYABILITY SKILLS KINDERGARTEN

CAREER EDUCATION THEME

29. The student will relate information about himself in selecting, learning, or performing duties.

INFUSED BEHAVIORAL OBJECTIVE

When given three verbal directions of physical actions to perform, the child will be able to do them in proper sequence.

CONTENT AREAS

Physical Education - Movement
Language Arts - Memory Development

RESOURCES

Other

Ball - to bounce
Balance Beam - to walk across
Block - to jump over
a/ hop, walk, skip, turn around, walk sideways.

*Please add other resources as you learn about them.

C. E. ELEMENT EMPLOYABILITY SKILLS KINDERGARTEN

CAREER EDUCATION THEME

30. The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

INFUSED BEHAVIORAL OBJECTIVE

After listening to a story, the child will be able to name two different ways he would illustrate the story.

CONTENT AREAS

Language Arts - Listening
Creative Arts - Eye-Hand Coordination

RESOURCES

Books

Make Way For Ducklings. Robert McCloskey. Viking, 1941.
Mike Mulligan and His Steam Shovel. Virginia Lee Burton. Houghton Mifflin, 1939.
The Snowy Day. Ezra Jack Keats. Viking, 1962.
Where the Wild Things Are. Maurice Sendak. Harper & Row,1963.

Other

Materials around room - paint, collage material, clay, crayons.

*Please add other resources as you learn about them.

KINDERGARTEN

ATTITUDES AND APPRECIATIONS

Goals:
The student will become aware of :

-Task completion and simple associated rewards
-Some of the ways he or she differs from others

CAREER EDUCATION THEME
31. The student will recognize the responsibilities to himself and others when accepting a task or job.

INFUSED BEHAVIORAL OBJECTIVE
The child will identify three tasks he completed at home before coming to school.

CONTENT AREAS
Social Studies - Family

RESOURCES

A.V. Materials

A Day With Your Family. (F) ROA Films.
Learning to Live Together. (FS)
Living With Your Family. (F) Society for Visual Education.

Books

Crow Boy. Taro Yashimo. Viking Press, 1955.
Nothing Ever Happens on My Block. Ellen Raskin. Atheneum,1966.
The Friday Surprise. Dorothy Freeman. Elk Grove Press,1968.
There Is a Dragon in My Bed. Sesyle Joslin. Harcourt, 1963.

*Please add other resources as you learn about them.

C. E. ELEMENT ATTITUDES AND APPRECIATIONS KINDERGARTEN

CAREER EDUCATION THEME
31. The student will recognize the responsibilities to himself and others when accepting a task or job.

INFUSED BEHAVIORAL OBJECTIVE
The child will identify three tasks he hopes to complete before leaving school.

CONTENT AREAS
Language Arts - Self Expression

RESOURCES

A.V. Materials

Primary School Friends and Activities. SVE.

Books

Madeline. Ludwig Bemelmann. Viking, 1939.
Morris Goes to School. B. Wiseman. Harper, 1970.
One Day Everything Went Wrong. E. Vreehen. Follett, 1966.
School Days in Disneyville. Walt Disney. Heath, 1962.

*Please add other resources as you learn about them.

C. E. ELEMENT ATTITUDES AND APPRECIATIONS KINDERGARTEN

CAREER EDUCATION THEME

32. The student will recognize individual differences and become tolerant in his interpersonal relationships.

INFUSED BEHAVIORAL OBJECTIVE

After listening to the teacher describe some of the children in the class, the child will be able to name some of the ways he/she differs from others in the class.

CONTENT AREAS

Language Arts - Creative Expression

RESOURCES

A.V. Materials

Getting To Know Me Series. (FS) QED
People Are Like Rainbows. (F) ROA Films.

Books

I Am Better Than You. Robert Lopshire. Harper, 1968.
My Friend John. Charlotte Zolotow. Harper, 1968.
The Popcorn Dragon. Jane Thayer. Morrow, 1953.
The Shy Little Girl. Phyllis Krasilovsky. Houghton Mifflin1970.
The Very Little Boy. Phyllis Krasilovsky, Doubleday, 1962.
The Very Little Girl. Phyllis Krasilovsky. Doubleday, 1953.

*Please add other resources as you learn about them.

C. E. ELEMENT ATTITUDES AND APPRECIATIONS KINDERGARTEN

CAREER EDUCATION THEME

32. The student will recognize individual differences and become tolerant in his interpersonal relationships.

INFUSED BEHAVIORAL OBJECTIVE

When using outdoor equipment, the child will name the rules that are needed when several children play together.

CONTENT AREAS

Social Studies - Safety and Good Citizenship

RESOURCES

A.V. Materials

Kindness To Others. (F) Coronet Films.
Let's Share With Others. (F) Coronet Films.
Playing Safety. (FS).
School Bus Safety. (FS).

Books

No Fighting, No Biting! E. Minirik. Harper, 1958.

Community/People

Playground Supervisor/Teacher

Teaching Aids

Experience Chart of rules for classroom and playground.

*Please add other resources as you learn about them.

FIRST GRADE

SELF AWARENESS

Goals:
The student will become aware of:

- -Interest in certain games
- -Physical abilities to perform tasks
- -Self and relationship to others
- -Self role and rights and responsibilities related to home, school and society

CAREER EDUCATION THEME
2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE
After selecting a friend, the child will draw his friend's picture and see if the class can identify the person.

CONTENT AREAS
Language Arts - Body-Space Relationships
Social Studies - Physical Aspects

RESOURCES

A.V. Materials

Getting To Know Me. QED Productions. (FS)
The Joy of Being You. (FS) Kindle Filmstrips and Records.
Will You Be My Friend. (FS) Scholastics.

Books

A Book About Me. Edith Sherman Jay. SRA, Inc., 1967.
A Friend Is Someone Who Likes You. Joan Walsh Anguland. Harcourt, 1958.
I Like To Be Me. Barbara Geddes.
Just Me. Marie Hall Ets. Viking Press, 1965.
When I Grow Up. Lois Lenski. Walck, 1960.

Teaching Aids

Who Am I. (Kit) Sadlier.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE

Utilizing role playing, the child will act out a responsibility of father or mother.

CONTENT AREAS

Social Studies - Family Life.

RESOURCES

A.V. Materials

Children at Work and Play. (F).
Father's Work. Educational Reading Service. (FS)
Mother's Work Too. Educational Reading Service (FS)
We All Work. Holt, Rinehart and Winston, Inc. (FS)
What Do Fathers Do. YLP. (FS)

Books

At Home. Scott Foresman.
Family Helper. Jane Hefflebringert & Elaine Hoffman.
Our Working World. SRA. Lesson 4 - Families at Work.
Papa Small. Lois Lenski. Walck, 1951.
Silly Mother. Lois Duncan.
The New Sitter. Ruth Abel.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME

3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.

INFUSED BEHAVIORAL OBJECTIVE

After working with a set of geometric attribute figures for a week the child will classify according to color, size and shape.

CONTENT AREAS

Language Arts - Visual Discrimination
Math - Set Theory

RESOURCES

A.V. Materials

Color For Beginners. (F) Coronet.

Books

Addison Wesley Math Book

Teaching Aids

Attribute Shapes and Circles. (Kit).
ESS Science Kit. McGraw-Hill.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME
3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.
5. The student will recognize that self-knowledge is related to a set or system of values unique to him.

INFUSED BEHAVIORAL OBJECTIVE
Using a partner, each child will trace his partner's body in outline form in order to become aware of physical differences.

CONTENT AREAS
Health - Body Parts
Language Arts - Reading Readiness

RESOURCES

A.V. Materials

All About You. (TV Program).
Making Friends Series. (FS) BFA Educational Media.

Books

The Smallest Boy in the Class. J. Beim. Morrow, 1949.
The Very Little Boy. Phyllis Krasilovsky. Doubleday, 1962.
The Very Little Girl. Phyllis Krasilovsky. Doubleday, 1953.
The Very Tall Little Girl. Phyllis Krasilovsky, Doubleday, 1969.
The Ugly Duckling. Hans Christian Anderson. Abelard, 1972.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

INFUSED BEHAVIORAL OBJECTIVE

After reviewing a filmstrip of various jobs within a home, the child will paint a picture depicting one of his home responsibilities.

CONTENT AREAS

Social Studies - Family Awareness

RESOURCES

A. V. Materials

Community Helper Filmstrip Series. (FS) McGraw-Hill.
Families Have Fun. (FS) SVE.
Father's Work. (FS) Educational Reading Service.
Mother's Work. (FS) Educational Reading Service.
Robert Helps At Home. (FS) SVE.
They Need Me. (FS) Churchill.
What Do Fathers Do. (FS) YLP.
Why People Have Special Jobs. (F) BOCES Film.

Books

The Family. Ellie Simmons. McKay, 1970.
Our Working World. SRA. Lesson 7 - Families At Work.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

INFUSED BEHAVIORAL OBJECTIVE

Following a discussion on ecology, the child will collect litter around his school to make him aware of his role in the community.

CONTENT AREAS

Social Studies - Ecology and Environment

RESOURCES

A.V. Materials

What is a Community. BOCES Film.

Books

People and their Environment. Teachers Curriculum Guide to Conservation Education: T. G. Ferguson Publishing.

Teaching Aids

Ecology Poster Cards. Milton Bradley.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

5. The student will recognize that self-knowledge is related to a set or system of values unique to him.

INFUSED BEHAVIORAL OBJECTIVE

Using Show and Tell in a small group situation, the child will be able to name three positive characteristics of himself.

CONTENT AREAS

Language Arts - Oral Speaking

RESOURCES

A.V. Materials

Tubby Turtle. (FS). SVE.

Books

A Book About Me. Edith Sherman Jay. SRA, Inc., 1967.
A Friend Is Someone Who Likes You. Joan W. Anguland. Harcourt, 1958.
Do You Want To Be My Friend. Eric Carle Crowell, 1971.
I Like To Be Me. Barbara Del Geddes.
Just Me. Marie Hall Ets. Viking Press, 1965.
Making Friends. Eleanor Schick. Macmillan, 1969.
The Boy On The Sidewalk. Jeane Craig.
Will I Have A Friend. Miriam Cohen. Macmillan, 1967.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

6. The student will learn to establish, although tentative, personally relevant goals.

INFUSED BEHAVIORAL OBJECTIVE

During an independent work period, the child will demonstrate his awareness of others rights and his responsibility to them by not disrupting them.

CONTENT AREAS

Social Studies -- Good Citizenship.

RESOURCES

A.V. Materials

Beginning Responsibilities Series. (F)
Doing Things For Ourselves at School. Coronet. (F)
Other People's Things. Coronet. (F)
School Friends and Activities. SVE. (FS)
Taking Care of Things. Coronet. (F)

Books

Dumb Stupid David. Dorothy Aldis. Putnam, 1965.
Keep Your Mouth Closed, Dear. Aliki. Dial Press, 1966.
Lonesome Little Colt. C. Anderson. Macmillan, 1961.
What Do You Do, Dear. Maurice Sendak.
Our Working World. SRA.

Teaching Aids

Duso Kit. American Guidance Service.

*Please add other resources as you learn about them.

FIRST GRADE

EDUCATIONAL AWARENESS

Goals:
The student will become aware of:

- Being in school to learn
- Understanding that others know things because they have learned
- Understanding that learning to read, write and count is necessary in the classroom and most occupations

C. E. ELEMENT EDUCATIONAL AWARENESS

CAREER EDUCATION THEME
7. The student will recognize that learning is a continuous process occurring in and outside of school.

INFUSED BEHAVIORAL OBJECTIVE
After reading the story "A New Pet", the class will make an experience chart of what they could do now that they were unable to do as a baby.

CONTENT AREAS
Social Studies - The Family

RESOURCES

A.V. Materials

Appreciating Our Parents. (F) Coronet.

Books

The New Baby. Ruth and Harold Shane.
The New Pet. Marjorie Flack.
When You Were a Little Baby. Rhoda Berman.

*Please add other resources as you learn about them.

C. E. ELEMENT EDUCATIONAL AWARENESS

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside the school.

INFUSED BEHAVIORAL OBJECTIVE

Using a tape recorder, the child will predict three accomplishments he will attempt to attain by the end of the first grade.

CONTENT AREAS --

Language Arts - Oral Communication

RESOURCES

A.V. Materials

Tape Recorder.
Three Wishes. Coronet.

Community/People

Teacher.

*Please add other resources as you learn about them.

C. E. ELEMENT EDUCATIONAL AWARENESS 1

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside the school.

INFUSED BEHAVIORAL OBJECTIVE

Using a tape recorder, a first grader will interview an older student to record the answer to this question "What did you learn in First Grade that has helped you now?"

CONTENT AREAS

Language Arts - Oral Communication

RESOURCES

Teaching Aids

Tape Recorder

Community/People

Sixth Graders

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside the school.

INFUSED BEHAVIORAL OBJECTIVE

After listening to the tape of the interview with an older student, the child will draw a picture of the learning situation the older child described.

CONTENT AREAS

Language Arts -- Listening Skills
Art

RESOURCES

Teaching Aids

Tape Recorder

Community/People

Six Grade Students

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

10. The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

INFUSED BEHAVIORAL OBJECTIVE

Children will separate into interest groups and observe the following school personnel: secretarial department, custodial staff, nurse, cafeteria help, principal, teachers. The groups will give oral reports on their findings as to what learning skills were necessary for their particular occupations.

CONTENT AREAS

Social Studies - Occupations
Language Arts - Oral Expression, Memory

RESOURCES

A.V. Materials

- A Day at School. (FS) SVE.
- Communication for Beginners. (F) Coronet.
- Fathers Work. (FS) Educational Reading Service.
- Going to School is Your Job. (F) Journal Films.
- Schoolworkers. (FS) Singer.
- School Workers. (FS) SVE.
- World of Work Series. (FS) Educational Craft Inc.

Books

- About School Helpers. E. Hoffman. Melmont, 1955.
- I Want to be a Librarian. Carla Greene. Children's Press, 1960.
- I Want to be a Nurse. Carla Greene. Children's Press, 1957.
- I Want to be a Teacher. Carla Greene. Children's Press, 1957.
- Read About the Teacher. Francine Klagsbrun. Watts, 1970.
- True Book Schools. B. Elkin. Children's Press, 1958.

Teaching Aids

Pictures - School Workers. SVE.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME
10. The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

INFUSED BEHAVIORAL OBJECTIVE
Utilizing a play store, the child will list items to be bought, compute its cost, and read the list to the store clerk.

CONTENT AREAS
Math - Computation

RESOURCES

A.V. Materials

Arithmetic in the Foodstore. (F) Coronet.

Other

General Store. (poem) Rachel Field.

*Please add other resources as you learn about them.

FIRST GRADE

CAREER AWARENESS

Goals:
The student will become aware of:

- Variety of jobs in the home, school, and community
- Different employment places
- Specialized skills and training required for job performance in relation to self

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.

INFUSED BEHAVIORAL OBJECTIVE

After interviewing their own parents, the child will relate to his classmates the occupations of his parents.

CONTENT AREAS

Social Studies - Family Life

RESOURCES

A.V. Materials

Family Members at Work. (FS) SVE.
Let's Meet the Doctor. 3M Company. (T)
Let's Meet the Nurse. (T) 3M Company.
Let's Meet the Teacher. (T) 3M Company.
Where Our Daddies Work. (FS) Eye Gate.

Books

Families and Their Needs. Silver Burdett.

Teaching Aids

Who Am I. (Kit) Sadlier.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.

INFUSED BEHAVIORAL OBJECTIVE

Utilizing fathers' occupations, a group of children will work on a mural depicting their occupations through clothing, tools, equipment.

CONTENT AREAS

Art - Mural
Social Studies - Occupation of Family

RESOURCES

A.V. Materials

Fathers Go Away to Work. (F) Pat Dowling Pictures.
People in the Neighborhood. (R) Sesame Street Record.
What Do Fathers Do. (FS) YLP.

Books

Our Working World. Families at Work. SRA.
What Daddies Do. Eileen Rosenbaum.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

12. The student will understand the way in which occupations relate to needs and functions of society.

INFUSED BEHAVIORAL OBJECTIVE

Following a field trip in the community, the child will make a picture and write a story about a community helper.

CONTENT AREAS

Language Arts - Story Writing
Social Studies - Community

RESOURCES

A.V. Materials

Communications and the Community. (F) BOCES.
Community Helpers Series. (FS) McGraw-Hill.
The Neighborhood Community. (FS) Encyclopedia Britanica Corp.
What is a Community. (F) BOCES.

Books

Fireman. Margaret Wise Brown. The Little Series.
I Know a Postman. Lorraine Henroid. Putnam, 1967.
I Went for a Walk. Lois Lenski. Walck, 1958.
Let's Go to a Post Office. Naomi Buckheimer. Putnam, 1964.
Milkman. Margaret Wise Brown. The Little Series.
Our Working World. Families at Work. SRA.
True Book of Our Post Office and Its Helpers. O. Miner. Children's Press, 1955.
True Book of Policemen and Firemen. O. Miner. Children's Press, 1954.
What Happens When You Mail a Letter. Arthur Shay Reilly, 1967.
Where Does a Letter Go. Carla Greene. Harvey House, 1966.

Teaching Aids

People in Action. (Kit) Holt Rhinehart. Level A - E.
Workers and Helpers. (Poster Cards) Milton Bradley.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

After touring the school, the children will role play the different occupations in the school eg nurse, custodian, cook, teacher, secretary and principal.

CONTENT AREAS

Language Arts - Role Playing
Social Studies - Occupations

RESOURCES

A.V. Materials

Let's Meet the Nurse. (T) 3M Company.
Let's Meet the Teacher. (T) 3M Company.
School Helpers Filmstrip. (FS) Encyclopedia Britanica Corp.
School Helpers Filmstrip. (FS) McGraw-Hill.
School Helpers Series. (FS) Educational Reading Service.

Books

At School. Unit One - The School Family. Scott Foresman.
I Want to be a Secretary. Eugene Baker. Children's Press,1972.

Community/People

School Staff

Teaching Aids

School and School Helpers. (Teaching Pictures)
David Cook Publishing Co., 1969.

*Please add other resources as you learn about them.

C. E. ELEMENT CAREER AWARENESS 1

CAREER EDUCATION THEME

13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

After a science unit on shadow play, the child will act out behind a sheet using a prop an occupation to be guessed by the class.

CONTENT AREAS

Science - Shadows
Social Studies - Occupations
Language Arts - Creative Expression

RESOURCES

Books

- Our Working World. Families at Work. SRA.
- Science for Work and Play. Schneider Health. Pg. 136-139.
- Shadows. Irving and Ruth Adler. John Day, 1961.
- What Makes a Shadow. Clyde Robert Bulla. Crowell, 1962.

Teaching Aids

- Educational Science Series (ESS). McGraw-Hill.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

Given three statements a child will identify the proper occupation. (Guess Who Handwriting Game.)

CONTENT AREAS

Language Arts - Critical Thinking

RESOURCES

A.V. Materials

Circus People. (F) Academy Film.
The Fireman. (F) Encyclopedia Britanica.
People Who Help Community. (TR) Troll Associates.
Workers Who Build Houses. (F) BFA Ed. Media.

Teaching Aids

Guess Who Handwriting Game (Teacher Made Material)

Other

I've Been Working on the Railroad. (song)
Whistle While You Work. (song)

*Please add other resources as you learn about them.

C. E. ELEMENT CAREER AWARENESS 1

CAREER EDUCATION THEME
15. The student will understand the relationship between career and life-style.

INFUSED BEHAVIORAL OBJECTIVE
Using shadow play, the child will act out roles related to home responsibilities.

CONTENT AREAS
Language Arts - Creative Dramatics
Social Studies - Family

RESOURCES

A. V. Materials

Learning to be Responsible. (FS) Singer, SVE.
Our Family Works Together. (F) Henk Newenhouse, Inc.

Teaching Aids

Educational Science Series (ESS). McGraw-Hill.
Robert's Family at Home. (Kit) (FS & R). Singer, SVE.

*Please add other resources as you learn about them.

FIRST GRADE

ECONOMIC AWARENESS

Goals:
The student will become aware of:

- -Different forms of money and financial institutions
- -Understanding that money is exchanged for work
- -Relationship between need and want

C. E. ELEMENT ECONOMIC AWARENESS

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics, life-style and occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

Upon being presented with cut out pictures in the two categories of needs and wants, the child will classify according to needs and wants. A collage will be made for each classification in order to visualize the relationship.

CONTENT AREAS

Art - Creative Expression
Social Studies - Needs and Wants

RESOURCES

Books

Our Working World. Lesson 9 - Families at Work. SRA.

*Please add other resources as you learn about them.

C. E. ELEMENT ECONOMIC AWARENESS 1

CAREER EDUCATION THEME

17. The student will understand the range of social and economic benefits associated with various occupations.

INFUSED BEHAVIORAL OBJECTIVE

Upon completion of classroom responsibility, the child will receive "money" (tokens) on a daily basis to be exchanged at at the class bank for tangible rewards.

CONTENT AREAS

Math - Money
Social Studies - Citizenship

RESOURCES

A.V. Materials

About Money. (F) Children's Productions.
Economics - It's Elementary. Charles Cahill & Associates (F).
Eddie, Inc. BOCES Films 0328.

Books

It's a Deal. Paul Stroyer. -
Our Working World. Lesson 15 - Reward For Our Work. SRA.
The Peddler's Clock. Leigh Mabel Hunt.
The True Book of Money. Benjamin Elkin. Children's Press,1960.

Teaching Aids

Peabody Language Kit.

*Please add other resources as you learn about them.

FIRST GRADE

DECISION MAKING

Goals:
The student will become aware of:

- Relationship between interest and making choices
- Understanding that reasons for making choices may change
- Understanding that information sources influence choices
- Relationship between alternatives and choices

CAREER EDUCATION THEME

20. The student will identify and state personal goals as a part of making career decisions.

INFUSED BEHAVIORAL OBJECTIVE

After being provided with pictures of things that interest children, the child will select one and dictate a story about it.

CONTENT AREAS

Language Arts - Creative Writing

RESOURCES

A.V. Materials

A Family at Work and Play. (SP) SVE.
Game of Might Have Been. (F) ROA Films.
Neighborhood Friends and Helpers. (SP) SVE.
School Friends and Helpers. (SP) SVE.

*Please add other resources as you learn about them.

C. E. ELEMENT DECISION MAKING 1

CAREER EDUCATION THEME

21. The student will become proficient in identifying, and using resource information in making career decisions.

INFUSED BEHAVIORAL OBJECTIVE

Given the animal game "Lotto", the child will be able to name ten different animals from pictures.

CONTENT AREAS

Science - Classification

RESOURCES

A.V. Materials

Animals of the Farm. (F) Teaching Film Inc.
Animals of the Zoo. (F) Encyclopedia Britanica.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

INFUSED BEHAVIORAL OBJECTIVE

After taking a field trip and investigating hobbies through different media, the child will chart different occupations associated with these hobbies.

CONTENT AREAS

Social Studies - Occupations

RESOURCES

Books

Jane Likes Pictures. Elizabeth McIntyre.
Johnny the Clockmaker. Edward Ardizzone. Walck, 1960.
Never Worked and Never Will. Margaret Wise Brown.
Our Working World. Lesson 8 - Families at Work. SRA.
Tony's Birds. Millicent E. Selsam.

*Please add other resources as you learn about them.

FIRST GRADE

SKILL AWARENESS, BEGINNING COMPETENCE

Goals:
The student will become aware of:

- -Different types of learning and working relationships
- -Simple cause and effect relationships
- -Importance of safety
- -Proper care of tools and materials
- -Development of skill in physical coordination, self-expression and computation

CAREER EDUCATION THEME

23. The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

INFUSED BEHAVIORAL OBJECTIVE

The child will select a picture of what he would like to be when he grows up. He will mount the picture on cardboard and give an oral report (Show & Tell) to the class to develop self-expression.

CONTENT AREAS

Language Arts - Oral Expression
Social Studies - Awareness of Occupations

RESOURCES

A.V. Materials

Boats and Ships. (F) BOCES.
Communications and the Community. (F) BOCES.
Communication For Beginners. (F) Coronet.

Books

Baker Bill. Jene Barr. Whitman, 1968.
Ben's Busy Service Station. Jene Barr, Whitman, 1968.
Fireman Fred. Jene Barr. Whitman, 1968.
Goodmorning Teacher. Jene Barr. Whitman, 1968.
Is It Hard? Is It Easy? Mary McBurney Green.
Mr. Mailman. Gene Barr. Whitman, 1968.
Our Working World. SRA.
Policeman Paul. Jene Barr. Whitman, 1968.
The Things I Like. Francoise. Scribner, 1960.
What Do You Want To Be? Francoise. Scribner, 1957.

Teaching Aids

Our Singing World. (song) Litta Pitts.
When I Grow Up. (song) Lois Lenski.

*Please add other resources as you learn about them.

C. E. ELEMENT SKILL AWARENESS. BEGINNING COMPETENCE 1

CAREER EDUCATION THEME

23. The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, and evaluate the product.

INFUSED BEHAVIORAL OBJECTIVE

Each child will record the temperature for ten days during this time he will compute how many days of rain and shine there was.

CONTENT AREAS

Science - Weather
Math - Computation and Recording

RESOURCES

A.V. Materials

Big Sun and Our Earth. (F) BOCES.
Measuring Temperatures. (F) Young American Films.
Our Weather. (F) BOCES.
Rainshower. (F) BOCES.
Weather. (F) Laidlaw Series.

Books

Science For Work and Play. Schneider. Heath. p. 1-12.
Science Text. Heath. Book 1.
Zerox Science Program.

*Please add other resources as you learn about them.

C. E. ELEMENT SKILL AWARENESS 1

CAREER EDUCATION THEME

24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.

INFUSED BEHAVIORAL OBJECTIVE

After a discussion with the bus driver about safety rules, the children will prepare an experience chart of the importance of bus safety.

CONTENT AREAS

Language Arts -- Creative Writing and Recording

RESOURCES

Books

Health and Safety. Heath.
I Want to be a Bus Driver. Carla Greene. Children's Press, 1968.

Teaching Aids

People in Action. (Kit) Holt.

*Please add other resources as you learn about them.

C. E. ELEMENT SKILL AWARENESS

CAREER EDUCATION THEME

25. The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

After dividing the class into two groups both groups will paint pictures. One group will be directed to clean their brushes and put the lids on the paint jars. The other group will not be reminded to clean **their brushes** and close the paint jars. The following day the class will compare and discuss the results.

CONTENT AREAS

Art - Care of Materials
Social Studies - Interpersonal Reactions

RESOURCES

A.V. Materials

Beginning Responsibility:Rules at School. (F)
Consideration For Others. (SFS). SVE.

*Please add other resources as you learn about them.

C. E. ELEMENT SKILL AWARENESS, BEGINNING COMPETENCE 1

CAREER EDUCATION THEME

26. The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his choice.

INFUSED BEHAVIORAL OBJECTIVE

After discussing the importance of good physical health the child will use the balance beam in order to practice balancing.

CONTENT AREAS

Language Arts - Oral Discussion
Physical Education & Health - Balancing

RESOURCES

Books

Text on Health.

*Please add other resources as you learn about them.

FIRST GRADE

EMPLOYABILITY SKILLS

Goals:
The student will become aware of:

-Importance of listening and following oral instructions
-Recognition that some tasks are better performed alone and others in groups
-Social skills appropriate to different situations

CAREER EDUCATION THEME

28. The student will recognize the implications of working, with and without supervision, independently and with others.

INFUSED BEHAVIORAL OBJECTIVE

After deciding on a class project, the children will divide the work as to specific tasks to be done alone or with others. They will identify the tasks that are better performed alone and those that are better performed in groups.

CONTENT AREAS

Language Arts - Critical Thinking

RESOURCES

A.V. Materials

Cooperating With Others. (FS) SVE.
Family Teamwork. (F)
Happy Instruments. (R)
People We Know. (F)
Peter and the Wolf. (R)
Puritan Family of Early New England. (F) BOCES.
Rusty in Orchestraville. (R)

Books

Becky's Birthday. Tasha Tudor. Viking, 1960.
Here Come the Bees. Alice E. Gondey.
Mrs. Doodlepunk Trades Work. Dorothy Dodvorth.
Our Working World. Lesson 5 - Dividing the Work. Families at Work. SRA.
Two is a Team. Jerald Beim. Harcourt, 1945.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME
28. The student will recognize the implications of working, with and without supervision, independently and with others.

INFUSED BEHAVIORAL OBJECTIVE
The children will successfully work together to plan, make, bake and sell their cookies. They will identify the sequences and the tasks performed.

CONTENT AREAS
Social Studies - Working Together

RESOURCES

A.V. Materials

Arithmetic in the Foodstore. (F) Coronet.
Everyone Helps in a Community. (F) Churchill.
Getting Along With Others. (F) Coronet.
The Adventures of the Lollipop Dragon. (FS) ROA.

*Please add other resources as you learn about them.

C. E. ELEMENT EMPLOYABILITY SKILLS

CAREER EDUCATION THEME
28. The student will recognize the implications of working, with and without supervision, independently and with others.

INFUSED BEHAVIORAL OBJECTIVE
After hearing a story, the child will be able to recall the proper sequence of the story.

CONTENT AREAS
Language Arts - Listening Skills

RESOURCES

Books

Madeline in London. Ludwig Bemelmans, Viking, 1961.
Madeline's Rescue. Ludwig Bemelmans. Viking, 1953.
Stone Soup. Marcia Brown. Scribner, 1947,
The House That Jack Built. Randolph Caldecott. Warne, 1878.

*Please add other resources as you learn about them.

FIRST GRADE

ATTITUDES AND APPRECIATIONS

Goals:
The student will become aware that:

- -Completion of a task benefits others
- -Differences in others exist
- -Tolerance is needed by recognizing the rights of others

CAREER EDUCATION THEME

32. The student will recognize individual differences and become tolerant in his interpersonal relationships.

INFUSED BEHAVIORAL OBJECTIVE

After planning a party in which each child is responsible for a task, the group will enjoy the benefits of their labors.

CONTENT AREAS

Social Studies - Citizenship Interaction

RESOURCES

A.V. Materials

Beginning Responsibility: Being a Good Sport. (F) Coronet.
Kindness To Others. (F) Coronet.
Let's Share With Others. (F) Coronet.

Community/People

Class Party

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

32. The student will recognize the individual differences and become tolerant in his interpersonal relationships.

INFUSED BEHAVIORAL OBJECTIVE

The children will make individual books depicting sharing experiences which in turn will be shared with other children.

Language Arts - Oral & Visual Expression
Social Studies - Sharing With Others

RESOURCES

A.V. Materials

- Learning To Live Together Series. ROA.
  - Learning to be Forgiving.
  - Learning to be Liked.
  - Learning to be Unselfish.
  - Learning to Make Friends.
  - Working Together in the Family.

Books

- A Friend Is Someone Who Likes You. Joan Walsh Anglund. Harcourt, Brace, Jovanovich, 1958.
- How To Find a Friend. S Asherton. Grosset, 1964.
- Love Is a Special Way of Feeling. Joan Walsh Anglund. Harcourt, Brace, Jovanovich, 1960.
- The Giving Tree. J. Silverstein.
- What Color Is Love. Joan Walsh Anglund. Harcourt, Brace, Jovanovich, 1966.

Teaching Aids

- Duso - Developing Understanding of Self and Others. American Guidance Services, Inc.
- Study Photos - People in Action. Holt Social Studies.

*Please add other resources as you learn about them.

SECOND GRADE

SELF AWARENESS

Goals:
The student will become aware of:

-Place of interest in selected activities
-Importance of achievements in the classroom
-Roles played by himself, family members and teacher
-Recognition of requirements for group membership

C. E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.
4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

INFUSED BEHAVIORAL OBJECTIVE

The child will draw a picture of his family and tell about them.

CONTENT AREAS

Social Studies - Social Organization
Language Arts - Self Expression

RESOURCES

A.V. Materials

A Day With Your Family. (F) ROA Films.
Appreciating Our Parents. (F) BOCES Film Library.
Family Life The Way We Live. (F) ROA Films.

Books

A Book About Me. Edith Serman Jary. Science Research Asso.,Inc.
I Like To Be Me. Barbara Del Geddes. Viking Press.
Just Me. Marie Hall Ets. Viking, 1965.
Let's Find Out About the Family. Valerie Pitt. Watts, 1973.
My House. Miriam Schlein. Whitman, 1972.
Who Am I. Sally Fabry. Whitman,

Teaching Aids

Duso. American Guidance Service Inc.
Focus On Self Development. SRA.
Who Am I. W. H. Sadlier. Social-Science Research Program.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.
4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

INFUSED BEHAVIORAL OBJECTIVE

The child will select one or both parents and role play their position within the family unit.

CONTENT AREAS

Social Studies - Social Organization
Language Arts - Creative Expression

RESOURCES

A.V. Materials

Mothers Work Too. (FS). Educational Reading Service.
My Father's Work. (T&TR) Encyclopedia Britannica.
We All Work. (FS). Holt, Rinehart & Winston. Inc, 1967.
What Do Father's Do? (F). Mark Newenhouse, Inc.
Why Fathers Work. (F). Encyclopedia Britannica.

Books

Daddies: What They Do All Day. Helen Walker Puner. Lothrop, 1946.
Fathers At Work. Ruth S. Radlayer. Melmont, 1958.
Mommies At Work. Eve Merriam. Knopf, 1961.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.
3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.
5. The student will recognize that self-knowledge is related to a set or system of values unique to him.

INFUSED BEHAVIORAL OBJECTIVE

The child will role play a story showing how he cares for himself at home.

CONTENT AREAS

Social Studies - Awareness of Self.

RESOURCES

A.V. Materials

Growing Up and Growing Older. (F). BOCES.
Home, School and You. (FS). Curricula Materials Corp.
Making Friends Series. (FS). BFH Education Media.
How Do You Rate At Home.
Taking Care of Things at Home and at School. (F). BOCES.

Books

Let's Find Out About the Family. Valerie Pitt. Watts, 1973.
What I Like To Do. Calvin Cannon. Coward McCann, 1971.

*Please add other resources as you learn about them.

C.E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME

3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.

INFUSED BEHAVIORAL OBJECTIVE

The child will state orally two hobbies that interest him and describe how he would initiate one of them.

CONTENT AREAS

Language Arts - Oral Expression

RESOURCES

Books

Craft Projects (for slow learners). John Day.
Fun With Next To Nothing. Harper & Row.
Hobby Collections A-Z. Crowell.
Time To Spare. Prentice-Hall.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME

3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.
6. The student will learn to establish, although tentative, personally relevant goals.

INFUSED BEHAVIORAL OBJECTIVE

The child will list three to five duties he performs as a family member.

CONTENT AREAS

Social Studies - Social Organization, Family Life.

RESOURCES

A.V. Materials

A Day With Your Family. (F). ROA Films.
Family Life. (F). ROA Films.

Books

A House For Everyone. Betty Miles. Knopf, 1958.
Let's Find Out About the Family. Valerie Pitt. Watts, 1973.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

INFUSED BEHAVIORAL OBJECTIVE

The child will draw a mural depicting himself in relation to his siblings and parents.

CONTENT AREAS

Social Studies - Family Life
Art - Creative Expression

RESOURCES

Books

Craft Projects(for slow learners). John Day.
Fun With Next To Nothing. Harper & Row.
Hobby Collections, A-Z. Crowell.
The Very Little Boy. Phyllis Krasilovsky. Doubleday, 1962.
The Very Little Girl. Phyllis Krasilovsky. Doubleday, 1953.
Time To Spare. Prentice-Hall.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.
6. The student will learn to establish, although tentative, personally relevant goals.

INFUSED BEHAVIORAL OBJECTIVE

The child will tell his responsibilities in the home.

CONTENT AREAS

Language Arts - Self Expression

RESOURCES

A.V. Materials

Family Life, The Way We Live. (F). ROA Films.
First Things. (FS). Guidance Associates.

Books

Craft Projects. (for slow learners.) The John Day Co.
Fun With Next To Nothing. Harper & Row.
Hobby Collections, A-Z. Thomas Crowell Co.
Time To Spare. Prentice-Hall.

Teaching Aids

School and Community. (kit) Sadlier.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME

5. The student will recognize that self-knowledge is related to a set or system of values unique to him.
6. The student will learn to establish, although tentative, personally relevant goals.

INFUSED BEHAVIORAL OBJECTIVE

The child will tell his responsibilities in the classroom.

CONTENT AREAS

Language Arts - Self Expression

RESOURCES

A.V. Materials

How Do You Rate At School. (FS). BFH Education Media.
How Do You Rate With Your Friends. (FS). BFH Education Media.
Kindness To Others. (F). Coronet Films.
Manners At School. (FS). Encyclopedia Britannica.
Our Job In School. (FS).
Our School. (FS).
Part of Team. (FS).
School Courtesy. (FS).
School Helpers. (FS).
} Encyclopedia Britannica
The School-Community Series

Books

Good Morning Teacher. Jene Barr. Albert Whitman & Co., 1957.
What Job For Me. McGraw-Hill.

Teaching Aids

Duso. American Guidance Service, Inc.
Focus On Self Development. SRA.
Who Am I. W. H. Sadlier. Social Studies Research Program.

*Please add other resources as you learn about them.

SECOND GRADE

EDUCATIONAL AWARENESS

Goals:
The student will become aware that:

- Knowledge can be shared with classmates
- Classroom and out-of-school experiences can be related
- Occupations have different educational requirements
- Learning helps people do things for their community, state and nation

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside of school.
8. The student will recognize that educational experiences are a part of his career development.

INFUSED BEHAVIORAL OBJECTIVE

The child will compile a list of five ideas he has observed on a field or study trip.

CONTENT AREAS

Language Arts - Visual Discrimination - Self Expression

RESOURCES

A.V. Materials

All Aboard! Let's Go! (C). Troll Associates.
Our Community Helpers.. (FS). Long Filmslide Service.
The Work People Do. (FS). Denoyer-Geppert Audio-Visuals.

Books

City Boy, Country Boy. Miriam Schlein. Children's Press,1955.
Saturday Walk. Ethel Wright. Scott, 1954.

Community/People

Trip to neighborhood store or industry.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside of school.
8. The student will recognize that educational experiences are a part of his career development.

INFUSED BEHAVIORAL OBJECTIVE

The child will describe a family outing to his classmates.

CONTENT AREAS

Language Arts - Listening Skills - Observing - Self Expression

RESOURCES

A.V. Materials

A Day With Your Family. (F). ROA Films.
Living Together Series. (FS). SVE.
  A Neighborhood Picnic.
  A Ride in the Country.
Trips Here and There (Series). Eye Gate House.

Books

Little Bear's Visit. Else Minarik. Harper, 1961.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside of school.
9. The student will recognize that different career directions require varying types of educational preparation.

INFUSED BEHAVIORAL OBJECTIVE

The child will interview his father or mother to find out how they prepared for their current occupation and report back to the class.

CONTENT AREAS

Language Arts - Listening Skills - Self Expression

RESOURCES

A.V. Materials

Career Mothers. (FS). AIDS.
Families and Services Set. (FS). McGraw-Hill Films.
I Want to be (Series). (FS). Teaching Resources Films.
The Family at Work and Play. (SP). SVE.

Books

Let's Find Out About the Family. Valerie Pitts. Watts, 1973.

Community/People

Mothers and Fathers.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside of school.
9. The student will recognize that different career directions require varying types of educational preparation.
10. The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

INFUSED BEHAVIORAL OBJECTIVE

The child will list the steps for training that his father or mother undertook, as told to him by that parent.

CONTENT AREAS

Language Arts

RESOURCES

A.V. Materials

Fathers Work. (FS). Imperial Film Co.
Mothers Work, Too. (FS). Imperial Film Co.

Books

About Men at Work. Ruth Radluaer. Melmont, 1967.
Daddies, What They Do All Day. Helen Walker Pruner. Lothrop, Lee, Shepard., 1946.
Fathers at Work. Ruth Radlauer. Melmont, 1968.

Community/People

Mothers and Fathers

*Please add other resources as you learn about them.

SECOND GRADE

CAREER AWARENESS

Goals:
The student will become aware of:

- Family's basic needs
- Concept of life-style
- Relationship between needs and jobs in the home, school and community
- Recognition that individual skills affect task performance

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.
12. The student will understand the way in which occupations relate to needs and functions of society.

INFUSED BEHAVIORAL OBJECTIVE

After a tour of the school building and grounds, the child will choose one job and tell how the person helps the schools.

CONTENT AREAS

Social Studies - The School

RESOURCES

A.V. Materials

Custodian and the Bus Driver. (FS). McGraw-Hill Films.
Let's Go to School. (FS & R). Putnam.
Our School Workers. (FS). McGraw-Hill Films.

Books

About School Helpers. E. Hoffman. Melmont, 1955.
I Want to be a Teacher. Carla Greene. Children's Press, 1957.
Let's Go to a School. Naomi Buckheimer. Putnam, 1957.
The True Book About Schools. Benjamin Elkin. Children's Press, 1958.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.
13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

The child will select one community worker and role play his job.

CONTENT AREAS

Social Studies - The Community

RESOURCES

A.V. Materials

Community Helpers. (FS). McGraw-Hill Films.
People At Work. (FS). Eye Gate House.

Books

Come To Work With Us in a Telephone Company. Jean Wilkinson. Children's Press, 1972.
Denny's Story. Eunice Smith. Whitman, 1968.
I Know a Telephone Operator. J. Evans. Putnam, 1970.
I Know a Truck Driver. J. Evans. Putnam, 1970.
I Want to be Series. Carla Greene. Children's Press.
Let's Go to a Post Office. N. Buchheimer. Putnam, 1964.
Our Friendly Helpers; More Friendly Helpers. E. Hoffman. Melmont, 1957.

Teaching Aids

Community Helpers. Instructo.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

12. The student will understand the way in which occupations relate to needs and functions of society.
13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

Using a class mother as a resource person, the class will tape an interview with her about her typical day's schedule.

CONTENT AREAS

Language Arts - Listening Skills - Interviewing

RESOURCES

A.V. Materials

- Appreciating Our Parents. (F). BOCES.
- Everyone Helps In a Community. (F). BOCES.
- Let's Help Mommy. (T). Children's Record Guild.
- Mothers Work Too. (FS). ERS.
- Our Family Works Together. (F). BOCES.
- Robert Goes Shopping. (FS). ROA Films.
- They Need Me. (FS). ERS.
- World of Work Series. (FS) Edu-Craft.

Books

- Families and Their Needs. Silver Burdett.
- Family Helpers. E. Hoffman. Melmont, 1967.
- If Everybody Did. J. A. Stover. McKay, 1960.
- If I Were a Mother. K. Mizumura. Crowell, 1968.

Community/People

- Class mothers

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

12. The student will understand the way in which occupations relate to needs and functions of society.
13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

The second grader will name five community service workers that help him daily.

CONTENT AREAS

Social Studies - The Community

RESOURCES

A.V. Materials

Community Helpers Series. (FS). Carlton Films.
Community Workers Series. (FS). Carlton Films.
Helpers in Our Community. (F). Coronet Films.
People at Work. (FS). Eye Gate House.

Books

Communities and Social Needs. Laidlaw. (textbook).
Little Town. B. Hader. Macmillan, 1962.
This is a Town. Curres. Follett.
What Will I Be From A to Z. Gelb. National Dairy Council.

Teaching Aids

Our Working World. SRA. Grade 1 - Families At Work.
Grade 2 - Neighbors At Work.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

12. The student will understand the way in which occupations relate to needs and functions of society.
13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

After a tour of the local supermarket, the child will choose one job and role play that job in a group situation.

CONTENT AREAS

Social Studies - Economic Organization

RESOURCES

A.V. Materials

Stores in Our Community. (F). Coronet.
Supermarket. (T). National Tape Repository, Bureau of Audio Visual Instruction, Stadium Building, Room 348, University of Colorado.
Supermarket Helpers. (SP). SVE.
The Food Store. (F). Encyclopedia Britannica.

Books

I Want to be a Storekeeper. Carla Greene. Children's Press, 1959.
Let's Go to a Supermarket. J. Goodspeed. Putnam. 1958.
The First Book of Supermarkets. Jeanne Benedick. Watts, 1954.

*Please add other resources as you learn about them.

SECOND GRADE

ECONOMIC AWARENESS

Goals:
The student will become aware that:

- -Different kinds of work offer different economic rewards and other benefits
- -Money is used as a means of exchanging goods and services
- -Economic relationship exists between self, family and school

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics, life-style and occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

Having earned or saved money for Christmas or holiday shopping, the child will tell how he would spend the money and why he'd spend it that way.

CONTENT AREAS

Social Studies - Economic Organization

RESOURCES

A.V. Materials

A Bone For Spatty. (F). American Banker's Assoc., 12 E. 36 St., N.Y., N.Y. Att. Irene B. Daly.
Eddie, Inc. Assoc. Films Inc.
Game of Might Have Been (Series). (FS). ROA Films.
How To Solve a Problem. (F). BOCES.
The Clubhouse Boat. (F). Coronet Films.

Books

Learning About Why We Must Choose. John Maker. Watts, 1969.
The Fisherman Who Needed a Knife. Marie Winn. Simon & Schuster, 1971.
The Five Pennies. Barbara Brenner. Knopf, 1954.

Teaching Aids

What Could I Be? (kit). SRA.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics. life-style and occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

The child will describe his parents' roles through role playing.

CONTENT AREAS

Social Studies - Economic Organization

RESOURCES

A.V. Materials

A Day With Your Family. (F). ROA Films.
Families and Services Set. (FS). McGraw-Hill Films.
Living With Your Family. (FS). Society for Visual Education.

Books

Daddies, What They Do All Day. Helen Walker Puner. Lothrop, Lee, Shepard, 1946.
Families Live Together. Meeks. Watts.
Let's Find Out About the Family. Valerie Pitt. Watts, 1973.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics, life-style and occupational roles.
17. The student will understand the range of social and economic benefits associated with various occupations.

INFUSED BEHAVIORAL OBJECTIVE

The child will construct an experience chart describing the father's/mother's role in the home or at business. The child will compare wages earned.

CONTENT AREAS

Social Studies - Economic Organization - Family

RESOURCES

A.V. Materials

A Day With Your Family. (F). ROA Films.
A Family At Work and Play. (SP). Society for Visual Education.
Family Life, The Way We Live. (F). ROA Films.
Living With Your Family. (FS). Society for Visual Education.

Books

Families Live Together. Meeks. Watts.
Let's Find Out About the Family. Valerie Pitt. Watts, 1973.
Wait Until Sunday. Corritt. Avelard-Schuman, 1957.

*Please add other resources as you learn about them.

C. E. ELEMENT ECONOMIC AWARENESS

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics, life-style and occupational roles.
17. The student will understand the range of social and economic benefits associated with various occupations.

INFUSED BEHAVIORAL OBJECTIVE

The child will list five occupations either parent could fulfill.

CONTENT AREAS

Social Studies - Economic Organization

RESOURCES

A.V. Materials

City Helpers. (FS). Long Filmslide Service.
Daddy Comes Home. (R). Children's Record Guild.
Families and Services Set. (FS). McGraw-Hill Films.
Fathers Go Away to Work. (F). Pat Dowling Pictures.
Let's Help Mommy. (T). Children's Record Guild.
Mothers Work Too. (FS). Imperial Film Co.
My Job Is. (TR). ESP Inc.
Our Working World. (T). SRA.
Why People Have Special Jobs. (FS). Learning Corp. of America.

Books

Daddies, What They Do All Day. Helen Walker Puner.
Lothrop, Lee, Shepard. 1946.
Father's At Work. Ruth Radlauer. Melmont, 1958.
Women At Work. Ruth Radlauer. Melmont, 1958.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

17. The student will understand the range of social and economic benefits associated with various occupations.

INFUSED BEHAVIORAL OBJECTIVE

The child will list three or more services that he could perform at home or in the community for monetary reward.

CONTENT AREAS

Social Studies - Economic Organization

RESOURCES

A.V. Materials

Eddie Inc. (F). Associatives Films. BOCES.

Books

Earning Money. Rossomondo, et. al. Watts, 1972.
Making Sense of Money. Vicki Cobb. Parent's Magazine, 1971.
Money Talks. Dr. John R. Coleman. CBS Television.
Shoe Shine Boy. Jerrald Beim. Morrow, 1954.
The Plant Sitter. Gene Zim. Harper & Row, 1959.
The True Book of Money. Benjamin Elkin. Children's Press, 1960.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

17. The student will understand the range of social and economic benefits associated with various occupations.
18. The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.

INFUSED BEHAVIORAL OBJECTIVE

The child will describe five ways in which he could use his money.

CONTENT AREAS

Social Studies - Economic Organization

RESOURCES

A.V. Materials

A City and Its People. (F). Film Assoc. of California.
Andy Lends Money to the Bank. (FS). Wasp Filmstrips.
Economics - It's Elementary. (F). Cahill and Associates.
Our Neighborhood Stores. (FS). Eye Gate House.
The Clubhouse Boat. (F). Coronet.
What the Bank Does With Andy's Money. (FS). Wasp Filmstrips.
Why We Use Money? (FS). Wasp Filmstrips.

Books

How People Earn and Use Money. Stonek. Benefic Press.
Spending Money. Rossomondo, et. al. Watts, 1972.
The Fisherman Who Needed A Knife, a Story About Why People Use Money. Marie Winn. Simon & Shuster, 1971.
The True Book of Money. B. Elkin. Children's Press, 1960.
What Happens When You Put Money in the Bank. Shay. Reilly & Lee, 1967.

Teaching Aids

Money Trays - Instructo Kit.

*Please add other resources as you learn about them.

SECOND GRADE

DECISION MAKING

Goals:
The student will become aware that:

- -Having interests necessitates making choices
- -Choices affect other people
- -Choices may or may not be accepted
- -Decisions are made by family members and neighbors in their jobs

CAREER EDUCATION THEME

20. The student will identify and state personal goals as part of making career decisions.

INFUSED BEHAVIORAL OBJECTIVE

Given a class election, the nominees for office will state their qualifications for the job.

CONTENT AREAS

Social Studies - Political Organization

RESOURCES

A.V. Materials

What Do You Think? (FS). Educ. Reading Services.

Books

Good Citizens, Good Neighbors. Ruth Dudley & Eleanor Mill. Melmont, 1959.
Shiner, Gobble and Snore. Marie Winn. Simon & Schuster, 1971.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

22 The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

INFUSED BEHAVIORAL OBJECTIVE

After viewing a picture situation of an occupation, the child will role play the outcome.

CONTENT AREAS

Social Studies - The Community

RESOURCES

A.V. Materials

Community Helpers. (SP). CEBCO.
How To Solve a Problem. (F). BOCES.
The Wonderful World of Work. (FS). Denoyer-Geppert Audio-Visuals.

Books

People in Action. Holt Social Studies Series. A,B,C,D,
Seven or So. Laidlaw. Guidance Text Book.

Teaching Aids

Community Helpers. (game). CEBCO.

*Please add other resources as you learn about them.

SECOND GRADE

SKILL AWARENESS, BEGINNING COMPETENCE

Goals:
The student will become aware of:

- Critical thinking skills
- Appropriate interpersonal behavior
- Responsibility for tools and materials
- Various uses for tools
- Increased development of communication
- Computation, interpersoanl and physical coordination skills

C. E. ELEMENT SKILL AWARENESS, BEGINNING COMPETENCE 2

CAREER EDUCATION THEME

24. The student will become familiar with the use of basic tools, equipment and materials associated with business, commercial and industrial activities.

INFUSED BEHAVIORAL OBJECTIVE

The child will be responsible for maintaining the equipment and materials used at the listening station.

CONTENT AREAS

Social Studies - Social Organization

RESOURCES

A.V. Materials

- Learning to Follow Instructions. (F). BOCES.
- Taking Care of Things at Home and School. (F). BOCES.
- The Bike. (F). Coronet Films.
- The School Community Series. (FS). McGraw-Hill.
    - Our Job in School.
    - Our School
    - Part of the Team.
    - School Courtesy.
    - School Helpers.

Books

- Good Morning Teacher. Jene Barr. Whitman & Co., 1957.
- My Golden Book of Manners. Peggy Parish. Golden Press, 1962.

*Please add other resources as you learn about them

CAREER EDUCATION THEME

24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.

INFUSED BEHAVIORAL OBJECTIVE

The child will list the tools of two school workers.

CONTENT AREAS

Language Arts - Written Self Expression

RESOURCES

A.V. Materials

Custodian and Bus Driver. (FS). McGraw-Hill Films.
Getting to Know the School. (C). Troll Associates.
Let's Go to School. (FS). Putnam.
Oldest in the Class....My Teacher. (FS). Troll Associates.
Our School Workers. (FS). McGraw-Hill Films.
School Helpers. (FS). Educ. Reading Service.

Books

Come to Work With Us. Sextant Systems, Inc.
Let's Find Out About Tools. Weisenthal. Watts.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.

INFUSED BEHAVIORAL OBJECTIVE

The child will list the tools of four community workers.

CONTENT AREAS

Social Studies - Economic Organization
Language Arts - Written Self Expression

RESOURCES

A.V. Materials

Community Helpers. (FS). Teaching Resources Films.
Community Workers and Helpers. (SP). Milton Bradley.
Exploring Our Community. (FS). Sigma Educational Films.
The Wonderful World of Work. (FS). Denoyer-Geppert.
Where Does It Come From. (FS). Gordon Flesch & Co.

Books

About Helpers Who Work at Night. E. Hoffman. Melmont, 1963.
About Men at Work. R. S. Radlauer. Melmont, 1967.
Come to Work With Us. Beginning Sextant Career Awareness Series. Sextant Systems.
I Want to be a Bank Teller. Eugene Baker. Children's Press1972.
Our Working World. SRA.
The Night Workers. Alvin Schwartz. Dutton, 1966.

*Please add other resources as you learn about them.

C. E. ELEMENT SKILL AWARENESS, BEGINNING COMPETENCE 2

CAREER EDUCATION THEME

24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.
25. The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

The child will construct a diorama depicting one career with the worker's basic equipment.

CONTENT AREAS

Language Arts - Oral Expression
Art - Creative Expression

RESOURCES

A.V. Materials

I Want To Be (Series) (FS). Teaching Resources Films.
More For Everybody. (FS). Journal Films.
People Who Work While You Sleep. (FS). Denoyer-Geppert Audio-Visuals.

Books

Around the Neighborhood. (set). Continental Press.
At the Post Office. L. Colonius. Putnam, 1964.
I Want To Be (Series) Carla Greene. Children's Press.

Teaching Aids

Our Working World. SRA. (kits).
  Grade 1 - Families At Work.
  Grade 2 - Neighbors At Work.
  Grade 3 - Cities At Work.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME
25. The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.

INFUSED BEHAVIORAL OBJECTIVE
The child will compile a list of acceptable behavior as a guide for classroom manners.

CONTENT AREAS
Social Studies - Social Organization

RESOURCES

A.V. Materials

Manners Wherever You Go. (FS). Filmstrip-of-the-Month-Clubs.
The School Community Series. (FS). McGraw-Hill
  Manners At School.
  School Courtesy.

Books

Let's Find Out About Manners. Valerie Pitt. Watts, 1973.
Let's Find Out About Manners. Charles & Martha Shapp. Watts, 1973.
What Do You Say, Dear. Sesyle Joslyn. Scott, 1958.

*Please add other resources as you learn about them.

SECOND GRADE

EMPLOYABILITY SKILLS

Goals:
The student will become aware of:

- -Attitude importance in performing assigned tasks
- -More complex information regarding himself and activities
- -Tasks preference related to willingness to work with others

CAREER EDUCATION THEME

28. The student will recognize the implications of working, with and without supervision, independently and with others.

INFUSED BEHAVIORAL OBJECTIVE

The child will be able to interview one individual in a given occupation.

CONTENT AREAS

Social Studies - Economic Organization
Language Arts - Observing and Listening Skills

RESOURCES

A.V. Materials

- Career Mothers. (FS). AIDS.
- City Helpers. (FS). Long Filmslide Service.
- Community Workers and Helpers. (SP). Milton Bradley Co.
- People Who Help Our Community. (TR). Troll Associates.

Books

- I Want To Be (Series). Carla Greene. Children's Press.
- What Job For Me? McGraw-Hill Book Co.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

28. The student will recognize the implications of working, with and without supervision, independently and with others.

INFUSED BEHAVIORAL OBJECTIVE

The child will define the role of interviewer and interviewee.

CONTENT AREAS

Language Arts - Listening Skills

RESOURCES

Books

What Job For Me. McGraw-Hill Book Co.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

28. The student will recognize the implications of working, with and without supervision, independently and with others.

INFUSED BEHAVIORAL OBJECTIVE

The child will choose two other classmates and assemble a jig-saw puzzle.

CONTENT AREAS

Social Studies - Working With Others

RESOURCES

Teaching Aids

Developing Understanding of Self and Others. (kit). DUSO. American Guidance Services. 1970.
What Could I Be? (kit). SRA. 1970.

*Please add other resources as you learn about them.

SECOND GRADE

ATTITUDES AND APPRECIATIONS

Goals:
The student will become aware of:

- His own and others positive response to task completion
- Tolerance toward differences in others

CAREER EDUCATION THEME

31. The student will recognize the responsibilities to himself and others when accepting a task or job.

INFUSED BEHAVIORAL OBJECTIVE

The child will choose one classroom job and be responsible for it for one week.

CONTENT AREAS

Social Studies - Social Organization

RESOURCES

A.V. Materials

Classroom and School Helpers. (SP). SVE.
Our Job in School. (FS). McGraw-Hill.
Part of the Team. (FS). McGraw-Hill.

Books

Good Morning Teacher. Jene Barr. Whitman & Co., 1957.
What Job For Me? McGraw-Hill Co.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

31. The student will recognize the responsibilities to himself and others when accepting as task or job.

INFUSED BEHAVIORAL OBJECTIVE

The child will select one service worker or employee to interview. He will describe the worker's role.

CONTENT AREAS

Social Studies - Economic Organization
Language Arts - Communications

RESOURCES

A.V. Materials

All Aboard! Let's Go! (C). Troll Associates.
Our Community Helpers (Series). (FS). Long Filmslide Service.
People Whose Work Is Important To Us. (FS). Denoyer-Geppert Audio-Visuals.

Books

I Want To Be (Series). Carla Greene. Children's Press.
Let's Go To The.....(Series). Naomi Buchheimer. Putnam.
Mike, the Milkman. Jene Barr. Whitman, 1953.

*Please add other resources as you learn about them.

C. E. ELEMENT ATTITUDES AND APPRECIATIONS

CAREER EDUCATION THEME

32. The student will recognize individual differences and become tolerant in his interpersonal relationships.

INFUSED BEHAVIORAL OBJECTIVE

After having a story read to the child, the child will state three positive statements about himself.

CONTENT AREAS

Social Studies - Self Importance to the Family and the Community
Language Arts - Self Expression

RESOURCES

Books

A Book About Me. Edith S. Jary. SRA.
I Like To Be Me. Barbara Del Geddes. Viking Press.
Just Me. Marie H. Ets. Viking Press.
Who Am I? Sally Fabry. Whitman & Co.

Teaching Aids

Developing Understanding of Self and Others. (kit)
DUSO. American Guidance Service.

*Please add other resources as you learn about them.

C. E. ELEMENT ATTITUDES AND APPRECIATIONS

CAREER EDUCATION THEME

32. The student will recognize individual differences and become tolerant in his interpersonal relationships.

INFUSED BEHAVIORAL OBJECTIVE

After writing an autobiography, the student will state three positive ideas about himself.

CONTENT AREAS

Social Studies - Self Importance to the Family and the Community
Language Arts - Creative Expression

RESOURCES

A.V. Materials

Learning From Disappointments. (F). Coronet Films.

Books

A Book About Me. Edith S. Jary. SRA.
I Like To Be Me. Barbara Del Geddes. Viking Press.
Just Me. Marie H. Ets. Viking Press, 1965.
Who Am I? Sally Fabry. Whitman & Co.

Teaching Aids

DUSO Kit.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

32. The student will recognize individual differences and become tolerant in his interpersonal relationships.

INFUSED BEHAVIORAL OBJECTIVE

A child will tape an interview with a worker from the community to find out why his job is important to all of us.

CONTENT AREAS

Social Studies Economic Organization
Language Arts - Communications

RESOURCES

A.V. Materials

- More For Everybody. (FS). Journal Films.
- Our Community Helpers. (FS). Long Filmslide Service.
- People Who Help Our Community. (TR). Troll Associates.
- People Whose Work Is Important To Us. (FS). Denoyer-Geppert Audio-Visuals.

Books

- Good Citizens and Good Neighbors. Ruth Dudley & Eleanor Mill. Melmont, 1959.
- Let's Find Out About Neighbors. Valerie Pitt. Watts.

*Please add other resources as you learn about them.

THIRD GRADE

SELF AWARENESS

Goals:
The student will become aware of:

- Interest in tools
- Ability to perform tasks
- Body's physical capabilities and spatial relationships
- Self achievements
- Recognition of cultural differences and of uniqueness of self and others

C. E. ELEMENT SELF AWARENESS 3

CAREER EDUCATION THEME

1. The student will recognize the relationship of his interests, aptitudes, and achievements to the realization of his career goals.

INFUSED BEHAVIORAL OBJECTIVE

The student will draw a picture showing what he thinks he will do (career wise) when he is older. As he shows the illustration to his classmates, he will explain why he has chosen this particular career and in what ways he feels "equipped" for this choice.

CONTENT AREAS

Art -- Creative Expression
Language Arts - Oral Communication
Social Studies - Occupations

RESOURCES

A.V. Materials

Growing To Know Me. (SFS). Classroom World.
Where Our Daddies Work. (FS). Eye Gate.
World of Work Series. (FS). Edu-Craft.

Books

I Found Them in the Yellow Pages. Norma Farber. Little Brown. 1973.
I Want To Be A Baker. Carla Greene. Children's Press, 1956.
I Want To Be A Doctor.Carla Greene. Children's Press, 1956.
I Want To Be A Fireman. Carla Greene, Childrens's Press, 1959.
I Want To Be A Nurse. Carla Greene. Children's Press, 1957.
I Want To Be A Taxi Driver. E. Baker. Children's Press, 1969.
I Want To Be A Teacher. Carla Greene. Children's Press,
I Want To Be A Truck Driver. Carla Greene. Children's Press1958.
Our Language Today, 3. American Book Co.
Science: Being Curious. Macmillan Co.
Smoke Eaters. C. Colby. Coward McCann, 1954.
The First Book of Nurses. M. Elting. Watts, 1951.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME
3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.

INFUSED BEHAVIORAL OBJECTIVE
After determining symbols to be used in drawing a map of a neighborhood street - each child will draw a map of his street including a map key. He will then compare his drawing with a partner and list four ways their pictures differ and three ways their pictures are alike.

CONTENT AREAS
Geography - Map Skills
Art - Measurement and Proportion

RESOURCES

A.V. Materials

Exploring Maps. (F). Encyclopedia Britannica.
Taking a Walk in the Community. (FS). Eye Gate.

Books

Exploring Maps. P. Moore. Hawthorne, 1967.
Regions and Social Needs. Laidlaw Bros.
The First Book of Maps and Globes. S. Epstein. Watts, 1959.
The True Book of Maps. N. Carlisle. Children's Press, 1969.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.

INFUSED BEHAVIORAL OBJECTIVE

The children will be divided into teams of four students. On a sheet of paper which has been divided into quarters - the children will make a thumbprint and list their favorite TV show. They will then compare boxes to see the differences and similarities that exist.

CONTENT AREAS

Social Studies - Understanding One Another
Language Arts - Categorizing

RESOURCES

A.V. Materials

Getting To Know Myself. (C & R). Educational Activities.
What Do You Like To Do? (SFS). Foundations for Occupational Planning Series. SVE.

Books

No, No, No and Yes. Elaine Willoughby. Garrard, 1973.
Promise of a Rainbow. Frye. Farrar Pub. Co.

Teaching Aids

DUSO Kit. American Guidance Services, Inc.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS 3

CAREER EDUCATION THEME

3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.

INFUSED BEHAVIORAL OBJECTIVE

Given the title *All About Me*, each student will compose a story using words or pictures to describe himself.

CONTENT AREAS

Language Arts - Creative Writing
Art - Self Expression

RESOURCES

A.V. Materials

A Boat Named George. (FS). SVE.
Family Members Work. (FS). SVE.
Listen Jimmy. (FS). SVE.
People Are Like Rainbows. (FS). SVE.
Strike Three! You're In. (FS). SVE.

Books

A Book About Me. E. S. Jay, SRA.
I Like To Be Me. B. Del Geddes. Viking Press.
Just Me. M. Hall Ets. Viking Press.
Our Language Today, 3. American Book Co.
Who Am I? S. Fabry. Whitman.

Teaching Aids

The Adventures of the Lollipop Dragon. (kit). SVE.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS 3

CAREER EDUCATION THEME

3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.

INFUSED BEHAVIORAL OBJECTIVE

After an introduction to writing poetry, the student will compose a poem using the title "Sometimes I Feel...."

CONTENT AREAS

Language Arts - Poetry

Social Studies - Feelings

RESOURCES

A.V. Materials

Miracles: Poems Written by Children. (R). Educ. Record Sales.
People Are Like Rainbows. (F). ROA Films.
What To Do About Upset Feelings. (F). Coronet Films.

Books

I Like To Be Me. Barbara Del Geddes. Viking.
What Would You Do? Leland B. Jacobs.
Who Am I? Sally Fabry. Whitman.

Teaching Aids

DUSCO Kit. American Guidance Services, Inc.
Focus on Self Development Kit. SRA.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME

3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.
5. The student will recognize that self-knowledge is related to a set or system of values unique to him.

INFUSED BEHAVIORAL OBJECTIVE

Given cutout shapes(boxes, triangles, squares, leaves) the children will be asked to trace them onto paper arranging them so that it looks like his street. On the bottom of the paper he must trace his foot print. Working with his partner he will list four ways his picture is the same as, and three ways his is different from his partner's.

CONTENT AREAS

Geography - Map Skills

RESOURCES

A.V. Materials

Who Am I? (SFS). VEVA.
Who Are You? (SFS). Foundations for Occupational Planning.SVE.

Books

Promise of the Rainbow. Rosalie K. Fry. Farrar Pub. Co.
Regions and Social Needs. Laidlaw Bors.
Square Is a Shape: a Book About Shapes. Sharon Lerner. Lerner, 1970.
Straight Is a Line: A Book About Lines. Sharon Lerner. Lerner, 1970.
The First Book of Maps and Globes. S. Epstein. Watts, 1959.
The True Book of Maps. N. Carlisle. Children's Press, 1969.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

INFUSED BEHAVIORAL OBJECTIVE

After studying about life in another region, i.e., desert, rain forest, the student will explain the ways that his life-style is different from a life-style in the studied region.

CONTENT AREAS

Social Studies - Geographic Regions

RESOURCES

A.V. Materials

Children Around the World. (SP). SVE.
Children of the Inner City. (FS & R). SVE.
Families Around the World. Eye Gate.
Robert and His Family. (FS & R). SVE.

Books

A Week in...........World. Macmillan Series.
Children Around the World. M. Troop. Grosset, 1964.
Regions and Social Needs. Laidlaw Bros.
The Great Deserts. F. Quilici. McGraw-Hill, 1969.
The How and Why Wonder Book of Deserts. F. Sutton. Grosset,1965.
Where in the World Do You Live. A. Hine. Harcourt, 1962.

*Please add other resources as you learn about them.

THIRD GRADE

EDUCATIONAL AWARENESS

Goals:
The student will become aware that:

- Learning is continuous and school experiences are relevant to life experiences
- Goods and services are produced by people with different educational backgrounds
- Student/teacher relationship is important to the learning process

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside of school.

INFUSED BEHAVIORAL OBJECTIVE

The student will list all the ways he uses or sees numbers in a given time.

CONTENT AREAS

Math - Numerals

RESOURCES

Books

All Kinds of Time. H. Behn. Harcourt, 1950.
Fractions Are Parts of Things. J. Dennis. Crowell, 1971.
Numbers: A Book to Begin On. L. Waller. Holt, 1960.
Numbers: Old and New. I. Adler. John Day, 1960.
Numbers, Please. F. Andrews. Little Brown, 1961.
Numerals. I. Adler. John Day, 1964.
Take a Number. J. Bendick. McGraw-Hill, 1961.
The Day the Numbers Disappeared. L. Simon. McGraw-Hill, 1963.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

8. The student will recognize that educational experiences are a part of his career development.
9. The student will recognize that different career directions require varying types of educational preparation.

INFUSED BEHAVIORAL OBJECTIVE

After listening to various workers from the community describe their jobs, the students will verbally express ways in which they are beginning to be prepared for these jobs.

CONTENT AREAS

Social Studies - Community Helpers
Language Arts - Oral Expression

RESOURCES

A.V. Materials

What Good Is School? (FS). Foundations for Occupational Planning. SVE., 1973.

Books

About Helpers Who Work at Night. E. Hoffman. Melmont, 1963.
About Men at Work. R. Radlauer. Melmont, 1967.
City Boy, Country Boy. Miriam Schlein. Children's Press, 1955.
Come to Work With Us in a Bank. Jean Wilkinson. Children'sPress, 1971.
Let's Go to a Sanitation Department. Joanna Harris. Putnam,1972.
Saturday Walk. Ethel Wright. Scott, 1954.

Community/People

Field Trip to local industry or business.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

9. The student will recognize that different career directions require varying types of educational preparation.

INFUSED BEHAVIORAL OBJECTIVE

Given a picture of a worker in action, the student will list what skills must be learned to perform the job, and where such skills can be learned.

CONTENT AREAS

Social Studies - Community Helpers

RESOURCES

A.V. Materials

Career Mothers Series. (FS). AIDS.
City Workers. (SP). Watts.
Community Helpers. (SP). SVE.
Fathers Work Series. (FS). Imperial.

Books

About Friendly Helpers Around Town. E. Hoffman. Melmont, 1967.
City Workers. Jeanne A. Rowe. Watts, 1969.
Let's Find Out About Neighbors. Valerie Pitt. Watts, 1970.
Mothers Can Do Anything. Joe Lasker. Whitman, 1972.
The Night Workers. Alvin Schwartz. Dutton, 1966.
Workers Long Ago. E. Baker. Childrens' Press, 1969.

Community/People

Field Trip by small group of children to neighborhood industry or business.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

10. The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving goals.

INFUSED BEHAVIORAL OBJECTIVE

After viewing pictures of tools that medical personnel use, the student will list three ways a knowledge of math and reading is necessary to the use of these tools.

CONTENT AREAS

Health - Medical Tools

RESOURCES

A.V. Materials

Doctor's Office Workers. (SFS). Community Workers & Helpers Series. SVE.
Hospital Helpers. (SP). SVE.

Books

About Doctors of Long Ago. Naida Dickson. Children's Press, 1972.
Careers in a Medical Center. Mary Davis. Lerner, 1973.
Come to Work With Us in a Hospital. Jean Wilkinson. Sextant Systems. 1970.
Doctors and Nurses: What Do They Do? Carla Greene. Harper, 1963.
Doctor's Tools. M. Lerner. Lerner, 1960.
Let's Find Out About the Hospital. E. Kaye. Watts, 1971.
Let's Go to the Hospital. Diana Hammond. Putnam, 1959.
Marvels of Medical Engineering. N. Carlisle. Sterling, 1966.

*Please add other resources as you learn about them.

THIRD GRADE

CAREER AWARENESS

Goals:
The student will become aware of:

-Variety of job tasks and their relationship to goods and services
-Relationship that preparation has to success in performance
-Understanding that working satisfies basic need of goods and services
-Development of the ability to identify instruments used in specific tasks

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.

INFUSED BEHAVIORAL OBJECTIVE

After having been shown media depicting various occupations, the child will draw himself doing a job that interests him.

CONTENT AREAS

Social Studies - Occupations
Art - Creative Expression

RESOURCES

A.V. Materials

Adventures in the World of Work Series. (SFS). Random, 1973.
Fire Department Helpers. (SP). SVE.
Hospital Helpers. (SP). SVE.
How Things Are Made. (FS). Eye Gate.
Keeping the City Clean and Beautiful. (SP). SVE.
Knowing Our Community Helpers. (C & R). SVE.
Neighborhood Friends and Helpers. (SP). SVE.
Workers for the Public Welfare. (FS). Eye Gate.

Books

Busy People. J. Kaufman. Harper, 1973.
I Want To Be a Baker. Carla Greene. Children's Press, 1956.
I Want To Be a Doctor. Carla Greene. Children's Press, 1958.
I Want To Be a Fireman. Carla Greene, Children's Press, 1959.
I Want To Be a Nurse. Carla Greene. Children's Press, 1957.
I Want To Be a Taxi Driver. E. Baker. Children's Press, 1969.
I Want To Be a Teacher. Carla Greene. Children's Press,
I Want To Be a Truck Driver. Carla Greene. Children's Press1958,
Mothers Can Do Anything. Joe Lasker. Whitman, 1972.
Smoke Eaters. C. Colby. Coward McCann, 1954.
The First Book of Nurses. M. Elting. Watts, 1951.
The Night Workers. Alvin Schwartz. Dutton, 1966.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.

INFUSED BEHAVIORAL OBJECTIVE

After choosing a specific occupation found in the community, the student will make a collage showing the various aspects of that occupation.

CONTENT AREAS

Social Studies - The Community
Art - Creative Expression

RESOURCES

A.V. Materials

Community Helpers Series.(FS). Carlton Films.
Community Worker Series. (FS). Carlton Films.
Helpers at Our School. (FS). Coronet Films.
Helpers in Our Community. (FS). Coronet Films.
Helpers Who Come to Our House. (FS). Coronet Films.
Inner City Jobs. (FS). Eye Gate.
Neighborhood Friends and Helpers. (SP). SVE.
Our School Workers. (FS). McGraw-Hill.
People Who Help Our Community. (TR). Troll Associates.
We All Work. (FS). Holt, Rinehart & Winston, 1967.

Books

Come to Work With Us in a Hospital. Jean Wilkinson. Children's Press, 1970.
Come to Work With Us in a Telephone Company. Jean Wilkinson. Children's Press, 1972.
I Know a Grocer. Lorraine Henroid. Putnam, 1970.
I Want to be a Beauty Operator. Eugene Baker. Children's Press, 1969.
I Want to be a Doctor. Carla Greene. Children's Press, 1958.
I Want to be a Fireman. Carla Greene. Children's Press, 1959.
I Want to be a Policeman. Carla Greene. Children's Press,1958.
I Want to be a Waitress. Eugene Baker, Children's Press,1972.
What Do They Do. Carla Greene. Harper, 1962.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME
11. The student will understand the variety of occupations found in the world of work.

INFUSED BEHAVIORAL OBJECTIVE
After a visit by a resource person, the child will write an original story about what he thinks a typical day for that worker might be like.

CONTENT AREAS
Language Arts - Creative Writing

RESOURCES

A.V. Materials

City Workers. (SP). Watts.
Exploring Our Community. (FS). Sigma Educational Films.
Fireman. (FS). Troll Associates. McGraw-Hill Films.
Let's Go To a Bank. (FS). Putnam.
Sanitation Department Crew. (FS). McGraw-Hill Films.
What Is a Mayor? (FS). Troll Associates.

Books

Come to Work With Us in a Hospital. Jean Wilkinson. Children's Press, 1970.
Come to Work With Us in a Telephone Company. Jean Wilkinson. Children's Press, 1972.
I Know a Grocer. Lorraine Henroid. Putnam, 1970.
I Want to be a Beauty Operator. Eugene Baker. Children's Press, 1969.
I Want to be a Doctor. Carla Greene. Children's Press, 1958.
I Want to be a Fireman. Carla Greene. Children's Press, 1959.
I Want to be a Policeman. Carla Greene. Children's Press,1958.
I Want to be a Waitress. Eugene Baker. Children's Press, 1972.
What Do They Do. Carla Greene. Harper, 1962.

Community/People

Visit from community resource person.

*Please add other resources as you learn about them.

C. E. ELEMENT CAREER AWARENESS 3

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.
12. The student will understand the way in which occupations relate to needs and functions of society.

INFUSED BEHAVIORAL OBJECTIVE

After studying major land areas e.g., deserts, plains, mountainous areas, the children will design an imaginary country in which they will designate three to five major geographical types. They will name some occupations that would be available in specific areas.

CONTENT AREAS

Social Studies - Major Land Areas
Geography - Map Skills

RESOURCES

A.V. Materials

Climates of the World. (SP). Coronet.
Our Natural Environment. (SP). Instructional Aids.

Books

All About the Desert. S. Epstein. Random, 1957.
All About Mountain and Mountaineering. A. White. Random House, 1962.
A Week in Hagar's World: Israel. S. Reit. Macmillan, 1969.
Children Around the World. M. Troop. Grosset, 1964.
Continents and Islands. L. Waller. Grosset, 1969.
Deserts. A. Pond. Norton, 1965.
Deserts. Margaret Tyler. John Day, 1970.
Desert Dwellers. T. Shannon. Whitman, 1958.
Exploring Maps. Patrick Moore. Hawthorne, 1967.
Grasslands. D. Goetz. Morrow, 1959.
In a Pygmy Camp. E. Shepherd. Lothrop, 1969.
Land Between: The Middle East. F. Copeland. Abelard, 1958.
Meet the Congo and Its Neighbors. J. Gunther. Happer, 1959.
Mountains. D. Goetz. Morrow, 1962.
Mountains. L. Waller, Grosset, 1969.
Our Neighbors in Africa. J. Caldwell. John Day, 1961.
The First Book of Africa. L. Hughes. Watts, 1964.
The First Book of Deserts. D. Knight. Watts, 1964.

The Mountains. L. Milne. Time, 1962.
The Prairie Has an Endless Sky. Julian May. Creative, 1971.
The Pygmies. S. Bleeker. Morrow, 1968.
True Book of Deserts. E. Posell. Children's Press, 1958.
Where in the World Do You Live. A. Hine. Harcourt, 1962.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.
12. The student will understand the way in which occupations relate to needs and functions of society.

INFUSED BEHAVIORAL OBJECTIVE

After collecting or making hats representing various occupations found in the community, the child will be able to identify the different kinds of work people do and list the contributions each makes in the community.

CONTENT AREAS

Social Studies - The Community

RESOURCES

A.V. Materials

All Aboard! Let's Go. (C). Troll Associates.
Hats For Various Occupations. (TR). Creative Visuals.
Knowing Our Community Helpers. (R). Wilson.
People Whose Work Is Important to Us. (FS). Denoyer-Geppert Audio-Visuals.
Workers For the Public Welfare. (FS). Eye Gate.

Books

Come to Work with us in an Airport. Jean Wilkinson. Children's Press, 1970.
Come to Work with is in an Dairy. Jean Wilkinson. Children's Press, 1972.
Come to Work with us in a Department Store. Jean Wilkinson. Children's Press, 1972.
Come to Work with us in a Hospital. Jean Wilkinson. Children's Press, 1970.
Come to Work with us in a Hotel. Jean Wilkinson. Children's Press, 1972.
Come to Work with us in a Telephone Company. Jean Wilkinson Children's Press, 1972.
I Found Them in the Yellow Pages. Norma Farber. Little, 1973.
I Know a Grocer. Lorraine Henroid. Putnam, 1970.

I Want to be a Beauty Operator. Eugene Baker.
Children's Press, 1969.
I Want to be a Train Engineer. Carla Greene. Children's Press, 1956.
I Want to be a Waitress. Eugene Baker. Children's Press,1972.
Regions and Social Needs. Laidlaw Bors.
The Hat Book. L. Shortall. Western Pub. Co.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.
12. The student will understand the way in which occupations relate to needs and functions of society.

INFUSED BEHAVIORAL OBJECTIVE

After viewing materials discussing what producers and consumers are, the child will be able to list five things that are needed and purchased by his family.

CONTENT AREAS

Social Studies - Economics

RESOURCES

A.V. Materials

Food Series. (FS). Encyclopedia Britannica.
Our Neighborhood Workers. (FS). Eye Gate.
What Can Money Do? (FS). Teaching Resources Films.
Where Does It Come From. (SFS). Imperial.
Your Stores. (SFS). People Who Serve You. Jam Handy.

Books

About Men at Work. R. Radlauer. Melmont, 1967.
Economics. F. Boardman. Walck, 1966.
Learning About People Working For You. J. Maher. Watts, 1969.
What Happens When You Spend Money. Arthur Shay. Reilly, 1970.

*Please add other resources as you learn about them.

C. E. ELEMENT CAREER AWARENESS 3

CAREER EDUCATION THEME

13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

Given a picture of a house, the child will list, draw, or cut out the pictures of the workers involved in building the house.

CONTENT AREAS

Social Studies - Home and Community

RESOURCES

A.V. Materials

Men Who Build Our Houses. (FS). Shelter Series. Encyclopedia Britannica.
My Dad Is a Carpenter. (FS). Fathers Work Series. Imperial.
My Dad, The Construction Foreman. (FS). What Does Your Dad Do Series. Jam Handy/Scott.

Books

A Building Goes Up. E. Kahn. Simon & Shuster, 1970.
Come to Work With Us in House Construction. Jean Wilkinson. Children's Press, 1973.
I Know a House Builder. Polly Bolian. Putnam, 1968.
Let's Go Watch a Building Go Up. J.M. Goodspeed. Putnam, 1956.
New House, New Town. Ann Neigoff. Whitman, 1973.
Plumbing and How It Works. David I. Urquhart. Walck, 1973.
True Book of Tools for Building. J. Leavitt. Children's Press, 1955.
What Happens When You Build a House. A. Shay. Reilly & Lee, 1970.

*Please add other resources as you learn about them.

THIRD GRADE

ECONOMIC AWARENESS

Goals:
The student will become aware that:

- -Social and economic needs and wants differ among students
- -Economic rewards help satisfy desires and interest
- -Relationships between buying, selling, saving and borrowing exist
- -Socioeconomic relationships exist among family and community members

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics, life-style and occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

While studying life in the Sahara, the child will compare and contrast the way the nomad and Oasis Dweller buy and sell goods and services to the way goods and services are bought and sold in the American community.

CONTENT AREAS

Social Studies - Sahara - The Community

RESOURCES

A.V. Materials

Africa. (SFS). National Geographic Society.
Supermarket Helpers. (SP). SVE.

Books

Desert Caravans. C. Joy. Coward McCann, 1960.
Getting to Know the Sahara. C. Joy. Coward McCann, 1963.
Hassan, Boy of the Desert. D. Darbois. Follett, 1961.
I Want To Be a Sales Clerk. E. Baker. Children's Press, 1969.
The Peddler. L. Fisher. Watts, 1968.
This Little Pig: The Story of Marketing. J. Wood. Nelson,1971.

Teaching Aids

Nomads of the Sahara. (kit). Educational Materials Corp.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

18. The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.

INFUSED BEHAVIORAL OBJECTIVE

Upon completion of a unit on money, the children will set up a general store in the classroom.

CONTENT AREAS

Math - Money

RESOURCES

A.V. Materials

Our Neighborhood Stores. (FS). Eye Gate.
Supermarket Helpers. (SP). SVE.
The Storekeeper. (TR). People Who Help Our Community Series. Troll Associates.

Books

Come to Work With Us in a Department Store. J. Wilkinson. Chilren's Press, 1972.
Elementary School Math 3. Addison-Wesley.
How People Earn and Use Money. Muriel Stanek. Benefic, 1968.
I Know a Grocer. L. Henroid. Putnam, 1970.
I Want To Be a Sales Clerk. E. Baker. Children's Press, 1969.
Let's Go To a Supermarket. J. Goodspeed. Putnam, 1958.
The First Book of Supermarkets. J. Bendick. Watts, 1954.
The Peddlers. L. Fisher. Watts, 1968.
This Little Pig: The Story of Marketing. J. Wood. Nelson, 1971.
True Book of Money. B. Elkin. Children's Press, 1960.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

18. The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.

INFUSED BEHAVIORAL OBJECTIVE

Given $100.00 to spend on things he wants or needs, the child will be able to list the amount he spends on things that he needs and list the things he wants.

CONTENT AREAS

Math - Budgeting

RESOURCES

Books

Elementary School Math Book 3. Addison-Wesley.
How People Earn and Use Money. Muriel Stanek. Benefic, 1968.
Ideas About Choosing. J. Maher. Watts, 1969.
Ideas About Money. J. Maher. Watts, 1970.
Learning About Why We Must Choose. J. Maher. Watts, 1970.
Making Sense of Money. V. Cobb. Parents Magazine, 1971.
Stock Market ABC. J. Friedlander. Follett, 1969.
What Happens When You Put Money in the Bank. A. Shay. Reilly, 1967.
What Happens When You Spend Money. A Shay. Reilly, 1970.

*Please add other resources as you learn about them.

THIRD GRADE

DECISION MAKING

Goals:
The student will become aware that:

- Decisions made in school affect decisions outside the school
- Decisions involve other people
- Solutions to problems differ
- Making decisions involves consequences

CAREER EDUCATION THEME

20. The student will identify and state personal goals as part of making career decisions.

INFUSED BEHAVIORAL OBJECTIVE

Using the newspaper want ad section, a child will choose an occupation that interests him and write a list of the non-monetary rewards that might be gained in that occupation.

CONTENT AREAS

Language Arts - Critical Reading & Thinking

RESOURCES

A.V. Materials

Our Neighborhood Stores. (FS). Eye Gate.
People at Work. (FS). Eye Gate.
Visiting a Large City. (FS). Eye Gate.
Visiting a Town. (FS). Eye Gate.

Books

Come to Work With Us in a Bank. Jean Wilkinson. Children's Press, 1971.
Come to Work With Us in a Hospital. Jean Wilkinson. Chil.P.1970,
Come to Work With Us in a Telephone Company. Jean Wilkinson. Children's Press, 1972.
Come to Work With Us in a TV Station. Jean Wilkinson. Children's Press, 1970.
I Want To Be a Baker. Carla Greene. Children's Press,
I Want To Be a Librarian. Carla Greene. Children's Press,1960.
I Want To Be a Nurse. Carla Greene. Children's Press, 1957.
I Want To Be a Truck-Driver. Carla Greene. Children's Press, 1958.
Let's Go To Build a Highway. M. McWilliams. Putnam, 1971.
Let's Meet the Chemist. Carla Greene. Harvey House, 1966.

Other

Long Island Press
Newsday
New York Times

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

20. The student will identify and state personal goals as a part of making career decisions.
21. The student will become proficient in identifying, and using resource information in making career decisions.

INFUSED BEHAVIORAL OBJECTIVE

Given a specific season, the child will cut out or draw pictures of at least five seasonal jobs. He will then decide which job he thinks he'd enjoy most, and in a paragraph tell why.

CONTENT AREAS

Science - The Seasons
Language Arts - Creative Thinking - Creative Writing

RESOURCES

A.V. Materials

All My Seasons. (FS).
Getting Ready for Winter. (FS).
Seasons. (FS).
Seasons and Holidays. (FS).
Summer Comes to the Country. (FS).
Winter Comes to the Country. (FS).

Books

Out of Doors in Autumn. C. Hylander. Macmillan, 1942.
Out of Doors in Spring. C. Hylander. Macmillan, 1942.
Out of Doors in Summer. C. Hylander. Macmillan, 1942.
Out of Doors in Winter. C. Hylander. Macmillan, 1943.
Spring Is Like the Morning. J. Craig. Putnam, 1965.
When Autumn Comes. Charles Fox. Reilly, 1966.
When Spring Comes. Charles Fox. Reilly, 1964.
When Summer Comes. Charles Fox. Reilly, 1966.
When Winter Comes. Charles Fox. Reilly, 1962.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

INFUSED BEHAVIORAL OBJECTIVE

After visiting a local littered area, the children will discuss ways of cleaning and repairing the area, and then will write a letter to the local official expressing their ideas for solution to the problem.

CONTENT AREAS

Science - Ecology
Language Arts - Letter Writing

RESOURCES

A.V. Materials

Communities Are Different. (FS). Eye Gate.
Taking a Walk in the Community. (FS). Eye Gate.

Books

ABC's of Ecology. I. Asimov. Walker, 1972.
About Garbage and Stuff. Ann Zane Shanks. Holt, 1973.
Clean Streets, Clean Water, Clean Air. Chapin. Whitman, 1970.
Now or Never: The Fight Against Pollution. D. Halacy. Four Winds, 1971.
Pollution. J. Navarra. Doubleday, 1970.
Pollution - The Land We Live On. C. Jones. Lerner, 1972.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

INFUSED BEHAVIORAL OBJECTIVE

After hearing a story in which there is an obvious conflict, the student will be asked to explain a possible solution.

CONTENT AREAS

English
Social Studies
Science

RESOURCES

A.V. Materials

Exploring Moral Values. (R). Wasp.
Footnotes to Decisions. (R). Educational Record Sales.
Let's Talk About Procrastination. (film loop).
Teaching Children Value Through Unfinished Stories. (R). Educational Activities, 1969.
What Do You Think. (R). Educational Reading Service.

Books

Crow Boy. Taro Yashima. Viking, 1955.
Eric on the Desert. Jerrold Beim. Morrow, 1953.
More Than Words. Macmillan. p. 95-101.
Shining Bridges. Macmillan. p. 94-98.
The Hundred Dresses. Eleanor Estes. Harcourt, 1944.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

INFUSED BEHAVIORAL OBJECTIVE

Given an assortment of materials(twigs, hay, cardboard, crayons, paper, etc.), the child will draw and construct one type of home from different geographic regions around the world. He will then tell why he chose those specific materials for his project.

CONTENT AREAS

Social Studies - Major Land Areas
Art - Creative Expression

RESOURCES

A.V. Materials

Building a Palm House in a Tropical Village. (FS). Eye Gate.
How We Get Our Homes. SVE.
Kinds of Houses. (FS). Shelter Series. Encyclopedia Britannica.
Tools and Materials for Building Houses. (FS). Shelter Series. Encyclopedia Britannica.

Books

Continents and Islands. L. Waller. Grosset, 1969.
Desert Dwellers. T. Shannon. Whitman, 1958.
Regions and Social Needs. Laidlaw.
The First Book of Deserts. D. Knight. Watts, 1964.
The Mountains. L. Milne. Time, 1962.

Teaching Aids

The Homes We Live In. (kit). SVE.

*Please add other resources as you learn about them.

THIRD GRADE

SKILL AWARENESS, BEGINNING COMPETENCE

Goals:
The student will become aware that:

- -Stages of skill development require different resources
- -There are levels of responsibility associated with occupations
- -Development of skills for communication, computing, identifying problems, sequencing tasks, safe work, locating and organizing information and tools are necessary

CAREER EDUCATION THEME
23. The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

INFUSED BEHAVIORAL OBJECTIVE
Upon completing an experiment concerned with rock destruction by means of heating and cooling, the child will write the procedure that he followed and the results which he achieved.

CONTENT AREAS
Science - Rocks
Language Arts - Reporting

RESOURCES

A.V. Materials

Rock Destruction. (F).

Books

Inside the Earth. P. Ladyman. Scott, 1971.
Stories in Rocks. H. Williams. Holt, 1948.
The Wonders of Geology. H. Collins. Putnam, 1962.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.

INFUSED BEHAVIORAL OBJECTIVE

Children will pantomine various people who use hand signals daily in their jobs and will compile a list of additional occupations requiring non-verbal communication.

CONTENT AREAS

Social Studies - The City

RESOURCES

A.V. Materials

City Occupations. (loop). SVE.
Community Helpers (Series). (FS). Long Filmslide Service.
People Who Make a City. (FS). Urban Media.

Books

About People Who Run Your City. S. Newman. Melmont, 1963.
I Want To Be a Librarian. Carla Greene. Children's Press,1960.
I Want To Be a Musician. Carla Greene. Children's Press, 1962.
I Want To Be a Policeman. Carla Greene. Children's Press,1958.
Let's Find Out About Policemen. M. Shapp. Watts, 1962.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.

INFUSED BEHAVIORAL OBJECTIVE

After handling a tool, or viewing a picture of it, the child will write a want ad for a job which uses that particular tool.

CONTENT AREAS

Language Arts - Composition

RESOURCES

A.V. Materials

Machines and Tools to Help Us Work. (FS).

Books

Let's Find Out About Tools. E. Wiesenthal. Watts, 1969.
Machine Tools. H. Zim. Morrow, 1969.
Story of Tools. James Poling. Grosset, 1969.
The First Book of Tools. G. Liberty. Watts, 1960.
Tools in Your Life. I. Adler. John Day, 1956.
Take This Hammer. S. Epstein. Hawthorne, 1969.

Teaching Aids

The Homes We Live In. (kit). SVE.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.

INFUSED BEHAVIORAL OBJECTIVE

Given an index card on which is listed a medical-related job, the child will draw a picture of the uniform that job suggests and list two responsibilities of that job.

CONTENT AREAS

Health - Medical Helpers

RESOURCES

A. V. Materials

Doctor's Office Workers. (SFS). SVE.
Hospital Helpers. (SP). SVE.

Books

Careers in a Medical Center. M. Davis. Lerner, 1973.
Disease Detectives. H. Neal. Messner, 1959.
Doctors and Nurses:What Do They Do? Carla Greene. Harper,1963.
Hands That Help. B. Dodge. Little Brown, 1967.
Let's Go To the Hospital. D. Hammond. Putnam, 1959.
Your Future in Medical Assisting. N. Chernok. Rosen, 1970.

*Please add other resources as you learn about them.

THIRD GRADE

EMPLOYABILITY SKILLS

Goals:
The student will become aware that:

- -Supervision and cooperative effort make some tasks easier
- -Responsibility and importance in completion of assigned tasks exist
- -Development of communications skills regarding task direction is necessary

CAREER EDUCATION THEME

28. The student will recognize the implications of working, with and without supervision, independently and with others.

INFUSED BEHAVIORAL OBJECTIVE

The student will be able to list two kinds of workers in the community that work independently and two kinds who work with others.

CONTENT AREAS

Social Studies - Community Helpers

RESOURCES

A.V. Materials

Behind the Scenes at the Supermarket. (F). BFA Educ. Media.
Community Helpers. (SP). ROA Films.
Community Helpers (Series). (F). Cahill Henk Newenhouse Inc.
Community Workers (Series). (FS). Carlton Films.
Helpers in Our Community. (F). Coronet Films.
Our Community Services. (F). Encyclopedia Britannica.
People Who Help Our Community. (SP). Troll Associates.
We All Work. (FS). Holt, Rinehart & Winston. (FS).

Books

Come to Work With Us in a Bank. Jean Wilkinson. Children's Press, 1971.
Come to Work With Us in a Hospital. Jean Wilkinson. Children's Press, 1970.
I Know a Grocer. Lorraine Henroid. Putnam, 1970.
I Want To Be a Doctor. Carla Greene. Children's Press, 1958.
I Want To Be a Fireman. Carla Greene. Children's Press, 1959.
I Want To Be a Policeman. Carla Greene. Children's Press, 1958.
I Want To Be a Waitress. Eugene Baker. Children's Press, 1972.

Community/People

Interview with community helpers.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

29. The student will relate information about himself in selecting, learning, or performing duties.
30. The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

INFUSED BEHAVIORAL OBJECTIVE

Given the situation that he can be anything in the world he wants to be, the child will write a report on his choice and list five skills he has to have to become what he chose.

CONTENT AREAS

Language Arts - Composition

RESOURCES

A.V. Materials

What Good Is School. (FS). SVE.

Books

Come to Work With Us in Aerospace. J. Wilkinson. Children's Press, 1970.
Cowboys - What Do They Do. Carla Greene. Harper.
Doctors and Nurses; What Do They Do. Carla Greene. Harper,1963.
I Know a Farmer. E. Nathan. Putnam, 1970.
I Want To Be a Musician. Carla Greene. Children's Press, 1962.
I Want To Be a Pilot. Carla Greene. Children's Press, 1957.
I Want To Be a Scientist. Carla Greene. Children's Press,1961.
I Want To Be a Space Pilot. Carla Greene. Children's Press, 1961.
Soldiers and Sailors. Carla Greene. Harper 1963.
The First Book of Baseball. B. Brewster. Knopf, 1955.
True Book of the Circus. M. Harmer. Children's Press, 1955.
What Would You Do? Leland Jacobs. Garrard, 1972.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

30. The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

INFUSED BEHAVIORAL OBJECTIVE

While studying rocks and minerals, the child will identify the kinds of skills the geologist needs in his job.

CONTENT AREAS

Science - Rocks and Minerals

RESOURCES

Books

City Lots: Living Things in Vacant Spots. P. Busch. World, 1971.
Discovering Rocks and Minerals. R. Gallant. Doubleday, 1967.
Earth Through the Ages. P. Carona. Follett, 1968.
Geology of the Earth. Creative Educational Society. Creative, 1972.
Inside the Earth. P. Ladyman. Scott, 1971.
Stories in Rocks. H. Williams. Holt, 1948.
The Wonders of Geology. H. Collins. Putnam, 1962.

Community/People

Interview with parent who is a geologist or has geology as a hobby.

*Please add other resources as you learn about them.

C. E. ELEMENT ATTITUDES AND APPRECIATIONS 3

CAREER EDUCATION THEME

31. The student will recognize the responsibilities to himself and others when accepting a task ot job.

INFUSED BEHAVIORAL OBJECTIVE

After a class discussion about jobs and responsibilities in the home, each child will list the jobs he does at home and explain how he helps his family when he does his tasks.

CONTENT AREAS

Language Arts - Critical Thinking
Social Studies - The Family

RESOURCES

A.V. Materials

Living With Your Family. (FS). Society for Visual Education.
Mothers Work Too. (FS). Educational Reading Service.
Our Family Works Together. (F). Churchill Henk Newenhouse.
We All Work. (FS). Holt, Rinehart & Winston.
World of Work Series. (FS). Edu-Craft, Inc.

Books

About Family Helpers. E. Hoffman. Melmont, 1967.
Families Live Together. E. Meeks. Follett, 1969.
Let's Find Out About the Family. V. Pitt. Watts, 1970.

*Please add other resources as you learn about them.

THIRD GRADE

ATTITUDES AND APPRECIATION

Goals:
The student will become aware that:

- -A job well done is rewarding by self satisfaction and recognition from others
- -There are different types of recognition workers receive for performing occupational tasks

CAREER EDUCATION THEME

31. The student will recognize the responsibilities to himself and other when accepting a task or job.

INFUSED BEHAVIORAL OBJECTIVE

After enumerating the various jobs found in the classroom, the functions of each position will be discussed. Each child will choose a job. When a specified time has lapsed, each child will evaluate how well he feels he did his job. He will be expected to explain both the function and need of this job for the rest of the class.

CONTENT AREAS

Social Studies - Getting Along With Others

RESOURCES

A.V. Materials

Getting Along With Others. (FS). Coronet Films.
How Do You Rate At School. (FS). BFA Educational Media.
Learning How To Be Liked. (FS). ROA Films.
Learning To Be Unselfish. (FS). ROA Films.
Learning To Make Friends. (FS). ROA Films.
Strike Three! You're In! (FS). ROA Films.
The Adventures of the Lollipop Dragon. (FS). ROA Films.
What To Do About Upset Feelings. (F). Coronet Films.

Books

I Am Better Than You. R. Lophire. Harper, 1968.
Mister Boss. J. Beim. Morrow, 1954.
That's What Friends Are For. F. Heide. Four Winds, 1968.
The Courage of Sarah Noble. A. Dalgliesh. Scribner, 1954.
The Popcorn Dragon. J. Thayer. Morrow, 1953.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

32. The student will recognize individual differences and become tolerant in his interpersonal relationships.

INFUSED BEHAVIORAL OBJECTIVE

After being given a job description, the child will list three things that would make a worker happy, excluding money.

CONTENT AREAS

Social Studies - Community Helpers

RESOURCES

A.V. Materials

Helpers in Our Community. (F). Coronet Films.
Modern Craftsman Series. (F). AIDS.
People Who Help Our Community. (F). Troll Associates.

Books

I Know a Grocer. Lorraine Henroid. Putnam, 1970.
I Want To Be a Beauty Operator. Eugene Baker. Children's Press, 1969.
I Want To Be a Doctor. Carla Greene. Children's Press, 1968.
I Want To Be a Fireman. Carla Greene. Children's Press, 1959.
I Want To Be a Policeman. Carla Greene. Children's Press,1958.
I Want To Be a Teacher. Carla Greene. Children's Press, 1957.
I Want To Be a Waitress. Eugene Baker. Children's Press, 1972.

*Please add other resources as you learn about them.

FOURTH GRADE

SELF AWARENESS

Goals:
The student will become aware of:

- Self achievements as they relate to learning tasks
- Self interest in roles played by individuals and complementary roles
- How group members influence his behavior
- Identification of personal values
- Relationships between health and physical development

CAREER EDUCATION THEME

1. The student will recognize the relationship of his interests, aptitudes, and achievements to the realization of his career goals.

INFUSED BEHAVIORAL OBJECTIVE

Keeping in mind his possible career ambitions, the child will write a poem where every line starts with "I Want...." and will illustrate it.

CONTENT AREAS

Language Arts - Poetry
Social Studies - Getting To Know One Another

RESOURCES

A.V. Materials

All Kinds of Feelings. (FS & R). Inside-Out Productions.
Do You Believe in Wishes. (FS & R). Inside-Out Productions.
Do You Forget. (R). Inside-Out Productions.
Figuring Things Out. (R). Inside-Out Productions.
Joy of Being You. (R). Inside-Out Productions.
Making Mistakes. (FS & R). Inside-Out Productions.
Mike Finds Out About Learning. (FS). SVE.
Nothing Is Something To Do. (FS & R). Inside-Out Productions.
People Packages. (FS & R). Inside-Out Productions.
What Next. (FS & R). Inside-Out Productions.
Who's Afraid. (FS & R). Inside-Out Productions.

Books

Confessions of a Toe-Hanger. Christie Harris. Atheneum, 1967.
Henry 3. Joseph Krumgold. Atheneum, 1967.
Language and How To Use It. Scott Foresman. p.224-232.
Marv. Marilyn Sachs. Doubleday, 1970.
Me. Patricia Beatty. Morrow, 1968.
Poems To Grow On. Jean M. Thompson. Beacon Press.
Spring Begins in March. Jean Little. Little, Brown, 1966.
The Middle Button. Kathryn Worth. Doubleday.
The Hundred Dresses. Eleanor Estes. Harcourt, 1944.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE

After viewing a picture entitled: "The Day Everything Went Wrong", the child will analyze and role-play what haapened.

CONTENT AREAS

Social Studies - Understanding One's Self

RESOURCES

A.V. Materials

All Kinds of Feelings. (FS & R). Inside-Out Productions.
Do You Believe in Wishes. (FS & R). Inside-Out Productions.
Do You Forget. (R). Inside-Out Productions.
Figuring Things Out. (R). Inde-Out Productions.
Joy of Being You. (FS & R). Inside-Out Productions.
Making Mistakes. (FS & R). Inside-Out Productions.
Mike Finds Out About Learning. (FS). SVE.
Nothing Is Something To Do. (FS & R). Inside-Out Productions.
People Packages. (FS & R). Inside-Out Productions.
What Next. (FS & R). Inside-Out Productions.
Who's Afraid. (FS & R). Inside-Out Productions.

Books

Our Language Today 4. American Book Co., Ch. 4.
Role-Playing For Social Values. Fannie R. Shaftel. Prentice-Hall.
The Hundred Dresses. Eleanor Estes. Harcourt, 1944.
Who Am I. Sally Fabry. Whitman & Co.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE

Given a silohuette of the child's head, the child will make a collage within the silohuette that shows all the interests and feelings that describe "The Me Nobody Knows".

CONTENT AREAS

Art - Collage
Social Studies - Understanding One Another

RESOURCES

A.V. Materials

All Kinds of Feelings. (FS & R). Inside-Out Productions.
Catch a Little Rhyme. (R). Eve Merriman.
Do You Believe in Wishes. (FS & R). Inside-Out Productions.
Do You Forget. (R). Inside-Out Productions.
Figuring Things Out. (R). Inside-Out Productions.
Joy of Being You. (FS & R). Inside-Out Productions.
Making Mistakes. (FS & R). Inside-Out Productions.
Mike Finds Out About Learning. (FS). SVE.
Miracles. Richard Lewis. (R). Read by Julie Harris and Roddy McDowell.
Nothing Is Something To Do. (FS & R). Inside-Out Productions.
People Packages. (FS & R). Inside-Out Productions.
What Next. (FS & R). Inside-Out Productions.
Who's Afraid. (FS & R). Inside-Out Productions.

Books

Career Ed. Resource Guide. p. 39 "Your Own Bag".
p. 111 "The Me Nobody Knows".
Miracles. Richard Lewis. Simon & Schuster, 1966.
Wind Song. Carl Sandbury. Harcourt, Brace & World.
Wishes, Lies, and Dreams. Kenneth Kock. Chelsea House.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

5. The student will recognize that self-knowledge is related to a set or system of values unique to him.

INFUSED BEHAVIORAL OBJECTIVE

Unknown to anyone, a teacher will give a certain child a special priviledge for the day. At the end of the day, the class will discuss and relate their feelings toward the child and the child's feelings toward the group.

CONTENT AREAS

Social Studies - Understanding One Another

RESOURCES

A.V. Materials

All Kinds of Feelings. (FS& R). Inside-Out Productions.
Do You Believe in Wishes. (FS& R). Inside-Out Productions.
Do You Forget. (R). Inside-Out Productions.
Figuring Things Out. (R). Inside-Out Productions.
Joy of Being You. (FS & R). Inside-Out Productions.
Making Mistakes. (FS & R). Inside-Out Productions.
Mike Finds Out About Learning. (FS). SVE.
Nothing Is Something To Do. (FS & R). Inside-Out Productions.
People Packages. (FS & R). Inside-Out Productions.
What Next. (FS & R). Inside-Out Productions.
Who's Afraid. (FS & R). Inside-Out Productions.

Books

Ideas About Choosing. John Maher. Watts, 1969.
No Math Day. CERG. p. 151.
You Be the Judge. Sidney B. Carroll. Lothrop, Lee & Shepard.

*Please add other resources as you learn about them.

FOURTH GRADE

EDUCATIONAL AWARENESS

Goals:
The student will become aware that:

-Learning is based on proper experiences
-Different occupations require different educational preparation
-School curriculum subject areas are used in some occupations

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside of school.

INFUSED BEHAVIORAL OBJECTIVE

After a visit to the supermarket, the children will list and recognize five different occupations found in the store and make a booklet to demonstrate the responsibilities of the different employees.

CONTENT AREAS

Language Arts - Ordering
Math - Budgeting

RESOURCES

A.V. Materials

The Supermarket. (FS). Sigma Educational Films.

Books

Bill's Story of the Wholesale Produce Market. M. E. Smith. Scribner.
Elementary School Mathematics. Addison-Wesley. Chapter 6.
First Book of Supermarkets. Jeanne Bendick. Watts, 1954.
Language and How To Use It. Book 4. Scott Foresman.
Let's Go To a Supermarket. J. Goodspeed. Putnam, 1958.
Science is Experimenting. Scott Foresman.

*Please add other resources as you learn about them.

C. E. ELEMENT EDUCATIONAL AWARENESS

CAREER EDUCATION THEME
8. The student will recognize that educational experiences are a part of his career development.

INFUSED BEHAVIORAL OBJECTIVE
After a study of the form of government during the colonial period, the student will make a list of the various jobs available in constructing the constitution.

CONTENT AREAS

Language Arts - Outlining - Critical Thinking

RESOURCES

A.V. Materials

A New Experiment and a New Nation. (FS).
Discovery, Exploration and Colonization. (FS) SVE.
Growth of the Constitution. (FS). SVE.
How Government Helps People. (FS).
Our Government. (SP).
Our Independence and Constitution. (R).
The Beginning of Political Parties. (FS).

Books

America Is My Country. H.N. Brown. & J.F. Guadagnolo. Houghton.
American ABC. M.F. Petersham. Macmillan, 1941.
Birth of Liberty. Virgil C. Jones. Holt, 1964.
Great Names in American History. Laidlaw. p. 21-47.
Makers of American History. Noble & Noble. p.37-73.
Our Language Today. American Book Co. Chapter 9.
The First Book of Presidents. Harold Coy. Watts, 1966.
The First Book of the American Revolution. R.B. Morris. Watts, 1956.
The Fourth of July Story. Alice Dalgliesh. Scribner, 1956.
The True Book of Pioneers. Mabel Harmer. Children's Press, 1957.
Through These Arches. Katherine Milhous. Lippincott, 1964.
You and Democracy. D.L. Hordon. Dutton.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

9. The student will recognize that different career directions require varying types of education preparation.

INFUSED BEHAVIORAL OBJECTIVE

The child will interview a florist and make a chart showing the educational preparation needed to become a florist.

CONTENT AREAS

Language Arts - Interviewing
Science - Plants

RESOURCES

A.V. Materials

The Art of Interviewing. (FS).
Green Plants. (FS). Fundamentals of Science. Eye Gate.
How Plants Spread and Reproduce. (FS). Heath & Co.

Books

Bits That Grow Big. Irma E. Webber. Scott, 1949.
Dictionary of Occupational Titles.
Digging For Facts. Encyclopedia Britannica.
Doubleday First Guide to Wild Flowers. M. Selsam. Doubleday, 1964.
Experimenting With Seeds and Plants. Ware Budlong. Putnam, 1970.
Language and How To Use It. Book 4. Scott Foresman. p. 155-214.
Learning About Flowering Plants. Phyllis Ladyman. Scott, 1971.
Look At a Flower. A. Dowden. Crowell, 1963.
Plants For Pots. C. Fenton. Lippincott, 1969.
Occupational Handbook.
Science In Your Life. Heath & Co. p. 104-133.
The Riddle of Seeds. W. Hammond. Coward McCann, 1965.
This Is a Flower. R. Hutchins. Dodd Mead, 1963.
Today's Basic Science. Chapter 7.
Wonders of Seeds. Alfred Stefferud. Harcourt.

*Please add other resources as you learn about them.

FOURTH GRADE

CAREER AWARENESS

Goals:
The student will become aware of:

- Career specialization in society
- Social and economic factors that generate careers
- Community interdependence to fulfill needs
- Career cluster life styles

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.

INFUSED BEHAVIORAL OBJECTIVE

After a study of early jobs in transportation, the student will compare the jobs available in transportation today.

CONTENT AREAS

Social Studies - Westward Expansion - Industrial Revolution

RESOURCES

A.V. Materials

Automobile in America. (F). BOCES.
Away We Go. (FS). SVE.
Development of Transportation. (R).
Pioneer Transportation. (R).
Story of American Transportation. (FS) FVT.
The Highway Patrol. (FS). Sigma Educational Films.
The True Book of Transportation. (FS). SVE.
Transportation. (FS) ENB.
Transportation Revolution. (F). BOCES.
Ways We Travel Series. (FS). McGraw-Hill.

Books

America Travels. Alice Dalgliesh. Macmillan, 1961.
Behind the Wheel. ed. Koren. Holt, 1972.
Builders of America. Laidlaw.
Great Names in American History. Laidlaw.
Ocean Liners of the Air. Irwin Stambler. Putnam, 1969.
Paddles to Propellers. Helen Irwin. Nelson.
Pipelines, The Invisible Network. Morton Friend. Doubleday1970.
Story of America - Transportation. Wilma Cain. Fideler, 1966.
The Look-It-Up Book of Transportation. Bernice Kohn. Random House, 1968.
The Picture of Travel. Hader, Berta, Elmer.
The Wagonman. Robert W. Howard. Putnam, 1964.
The Wonderful World of Transportation. Laurie Lee. Doubleday, 1969.
Wheels. Edwin Tunis. World, 1955.
Wheels Across America. Terry Shannon. Aladdin.

Wheels, Wings and Water. Charles I. Coombs. World.
When Horses Pulled Boats. Alvin Harlow. Nelson.
You and American Life Lines. John Bryan Lewellen. Children's Press.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

12. The student will understand the way in which occupations relate to needs and functions of society.

INFUSED BEHAVIORAL OBJECTIVE

During the study of "The Westward Expansion", the student will be able to list the conflicts between settlers and Indians and be able to identify three job opportunities which have developed in order to help solve the minority conflicts today.

CONTENT AREAS

Social Studies - Citizenship - Westward Expansion - Current Events

RESOURCES

A.V. Materials

Children of the Wagon Train & U.S. Expansion: Northwest. (F). BOCES.
Early Philadelphia. (FS). SVE.
Early Midwest. (FS). SVE.
Life in New Amsterdam. (FS). SVE.
North Town. (R). Graham.
Pioneers of the Early American Frontier. (FS). SVE.
Pioneers Westward. (FS). SVE.
The Puritans and the Pilgrims. (FS). SVE.
The Untypical Politician. (R). Graham.
Westward Migration. (FS). SVE.

Books

America and Its Indians. J. Leavitt. Children's Press, 1962.
Bread-and-Butter Indians. Anne Colver. Holt, 1964.
Builders of America. Laidlaw.
Edge of Manhood. Thomas Fall. Dial Press, 1964.
First Book of Indians. Benjamin Brewster. Watts, 1950.
Great Names in American History. Laidlaw.
Indians of the Plains. American Heritage. Harper, 1960.
Makers of American History. Noble & Noble.
Meet Martin Luther King, Jr. James T.de Kay. Random House,1969.
Small Wolf. Nathaniel Benchley. Harper & Row, 1972.
Rufus Gideon Grant. Leigh Dean. Scribner, 1970.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

12. The student will understand the way in which occupations relate to needs and functions of society.

INFUSED BEHAVIORAL OBJECTIVE

Following a hospital trip, the class will make a bulletin board showing all related careers having to do with the workings of a hospital.

CONTENT AREAS

Science - Categorizing
Language Arts - Main Idea
Art - Creative Expression

RESOURCES

A.V. Materials

Hospital Workers. (FS). SVE.
Maintaining Community Health. (F).

Books

Curious George Goes to the Hospital. H.A. Rey. Houghton-Mifflin, 1966.
Elizabeth Gets Well. Alfons Wever. Crowell.
Language and How To Use It. Scott, Foresman.
Let's Go To the Hospital. Florence W. Rowland. Putnam, 1968.
Our Language Today. Chapter 9.
Science in Your Life. D.C. Heath & Co. Chapter 6.
Today's Basic Science. Chapter 1.
Your Hospital, A Modern Miracle. Margaret Cosgrove. Dodd Mead, 1962.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

After researching favored careers, the child will do one of the following: 1. interview, 2. role-play, 3. write a story, describing his favorite career.

CONTENT AREAS

Language Arts - Drama - Listening Skills - Creative Writing

RESOURCES

A.V. Materials

Air Traffic Controller.(F).
City Bus Drivers. (F).
Eddie, Inc. (F).
Truck Drivers. (F).
What Do Fathers Do. (FS). YLP.

Books

About Friendly Helpers Around Town. E. Hoffman. Melmont, 1967.
About Friendly Helpers for Health and Safety. E. Hoffman. Melmont, 1967.
Aviation Careers. D. X. Fenten. Lippincott, 1969.
Conservation. C. Harrison. Messner, 1963.
Dictionary of Occupational Titles.
Language and How To Use It. Scott Foresman & Co.
Occupational Handbook.
Our Language Today. Chapter 7.
Railroad Engineers and Airplane Pilots. Carla Greene. Harper, 1964.
Sea Careers. D. X. Fenten. Lippincott, 1970.
Students Encyclopedia. Tangier-Upanishads.
The Golden Book Encyclopedia. Golden-Craft.
The New Book of Knowledge.
The Night Workers. A. Schwartz. Dutton, 1966.
The Science of Mankind. James W. Watson. Golden Press, 1960.
The World of Language. Muriel Crosby. Follett.
World Book.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

14. The student will recognize that his career includes progression through developmental stages of educational and occupational experiences.

INFUSED BEHAVIORAL OBJECTIVE

During a study of map skills, the child will be able to list three occupations that require a knowledge of maps.

CONTENT AREAS

Geography - Map Skills
Math - Measurement
Art - Paper Mache

RESOURCES

A.V. Materials

Let's Make a Map. (F). BOCES.
Maps of Our World. (F). BOCES.

Books

All About Maps and Map Making. S. Marsh. Random House, 1963.
Elementary School Math 4. Addison-Wesley.
First Book of Maps and Globes. S. Epstein. Watts, 1959.
How Maps and Globes Help Us. D. Hackler. Benefic Press.
How To Be a Map Explorer. Scholastic Magazine, Inc.
Laidlaw, Math 4. Chapter 11.
Map and Globe Series. Scholastic Series.
Mapmakers of America. S. Hirsch. Viking, 1970.
Maps Mean Adventure. C. McFall. Dodd Mead, 1961.
SRA Map and Globe Skills.
What We Find When We Look at Maps. J. Oliver. McGraw-Hill, 1971.

Other

Weekly Reader Map Skills 4.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

14. The student will recognize that his career includes progression through developmental stages of educational and occupational experiences.

INFUSED BEHAVIORAL OBJECTIVE

Following the study of early explorers, the student will explain the similarities of the early explorers to the astronauts of today and an interested group will make a display or bulletin board of the different jobs.

CONTENT AREAS

Social Studies - Explorers
Science - Space
Art - Creative Expression

RESOURCES

A.V. Materials

Age of Exploration. (FS).
America in Space. (F).
Balboa. (FS).
Christopher Columbus. (F). BOCES.
De Soto. (FS).
Discovery of America. (FS).
Exploration of America. (FS).
Flight of Apollo's 7 - 11 - 15 -. (F).
Henry Hudson. (FS).
Henry Hudson - Bold Navigator. (FS).
Hernando Cortez. (FS).
La Salle. (FS).
Magellan - Master Mariner. (FS).
Marco Polo. (FS).
Spanish Explorers. (FS).
The Story of Christopher Columbus. (F).

Books

American Astronauts and Spacecraft. David C. Knight. Watts, 1972.
American Space Exploration. William Shelton. Little, Brown1967.
Explorers and Their Discoveries. Arthur Hayward. Abelard-Schuman.

Famous Modern Explorers. B. Bailey. Dodd Mead, 1963.
Great Names in American History. Laidlaw.
Into Space. Arthur Clark. Harper, 1971.
Race to Space. CERG.
Science in Your Life. D.C. Heath & Co.
The Bold Conquiestadores. Irwin R. Blacker. Bobbs.
The Men Behind the Astronauts. Wayne Hyde. Dodd Mead, 1965.
The World of Rockets. Alexander Crosby. Random House, 1965.
The Meriweather Lewis Mystery. Wilma P. Hays. Westminster.
They Put Out To Sea. Roger A. Duvoisin. Knopf, 1944.
Today's Basic Science 4.
What the Moon Astronauts Do. Robert Hill. John Day, 1971.
Young People's Science Encyclopedia. Vol. 1 & 2.

*Please add other resources as you learn about them.

C. E. ELEMENT CAREER AWARENESS

CAREER EDUCATION THEME

15. The student will understand the relationship between career and life-style.

INFUSED BEHAVIORAL OBJECTIVE

After a study of pioneer life, the student will study and discuss the responsibilities of a pioneer scout and dramatize through role-playing a scout talking around a campfire.

CONTENT AREAS

Language Arts - Drama
Social Studies - Westward Expansion

RESOURCES

A.V. Materials

Children of the Wagon Train. (F). BOCES.
Daniel Boone (F).
Lewis and Clark. (FS). Encyclopedia Britannica.
Path Finders Westward. (FS & SP). SVE.
Pioneers of the Early American Frontier. (FS). SVE.
U.S. Expansion: Northwest. (F). BOCES.
Westward Movement I & II. (F).

Books

Boy Scouts Handbook.
Frontier Living. E. Tunis. World, 1961.
Great Names in American History. Laidlaw.
Language and How To Use It. Scott Foresman.
Makers of American History. Noble & Noble.
Negro Trailblazer. Harold W. Felton. Dodd Mead, 1967.
Out Country's Story. Harold Eibling. Laidlaw Bros.
The Meriweather Lewis Mystery. Wilma P. Hay. Westminster.
You Are There. CERG.

*Please add other resources as you learn about them.

FOURTH GRADE

ECONOMIC AWARENESS

Goals:
The student will become aware that:

- Personal interest will affect individual's future
- Economic activities include buying, selling, saving and borrowing
- Relationships between interest, satisfaction, and career exist

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics, life-style and occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

Keeping in mind his possible career ambitions, the child will write and illustrate a poem where every line starts with "I Want...".

CONTENT AREAS

Language Arts - Poetry

RESOURCES

Books

How We Live. Fred Clark. Nostrand.
Ideas About Others and You. John E. Maher. Watts, 1969.
Language and How To Use It. Scott Foresman.
Money Isn't Everything. Kathlyn Gay. Delacorte, 1967.
The Great American Shopping Cart. Ada Graham. Simon & Schuster 1969.

Teaching Aids

Fundamentals of Economics. (kit). Eye Gate.
Learning About Consumer Education. (kit).

*Please add other resources as you learn about them.

C. E. ELEMENT ECONOMIC AWARENESS 4

CAREER EDUCATION THEME

18. The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.

INFUSED BEHAVIORAL OBJECTIVE

After the study of the concepts of barter (free market), the student will organize a "flea market" and demonstrate the working of bartering. In this classroom flea market, bartering will be used in place of money.

CONTENT AREAS

Social Studies - Barter System

RESOURCES

Books

Elementary School Math 4. Addison-Wesley. Chapter 6.
From Barter to Banking. W. Wade. Macmillan, 1967.
From Barter to Gold. Russell.
Great Names in American History. Laidlaw Bros.
How We Live. Fred Clark. Nostrand.
Ideas About Choosing. John Maher. Watts, 1969.
Money Isn't Everything. Kathlyn Gay. Delacorte, 1967.
The Great American Shopping Cart. Ada Graham. Simon & Schuster, 1969.
True Book of Money. Benjamin Elkin. Children's Press, 1960.
What Is Money. L. Wilcox. Steck-Vaughn, 1966.

Community/People

Visit to Flea Market - Route 110, Huntington

Teaching Aids

Fundamentals of Economics. (kit). Eye Gate.
Learning About Consumer Education. (kit).

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

19. The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state, and nation.

INFUSED BEHAVIORAL OBJECTIVE

After recognizing some of the job opportunities in the world of economics, the student will recreate a banking system using play money similar to the one they observed during a study trip to a bank.

CONTENT AREAS

Math - Currency - Percentages

RESOURCES

A.V. Materials

A Bone For Spotty. (F).
How To Use Your Bank. (F).
Money: In the Bank and Out. (F).
Story of Our Money System. (F).

Books

How We Live. Fred Clark. Nostrand.
Ideas About Choosing. John Maher. Watts, 1969.
Ideas About Others and You. John Maher. Watts, 1969.
Money Isn't Everything. Kathlyn Gay. Delacorte, 1967.
The Great American Shopping Cart. Ada Graham. Simon & Schuster, 1969.
What Happens When You Put Money in the Bank. A Shay. Reilly, 1967.

Community/People

Visit to a local bank.

Teaching Aids

Fundamental of Economics. (kit) Eye Gate.
Learning About Consumer Education. (kit).

*Please add other resources as you learn about them.

FOURTH GRADE

DECISION MAKING

Goals:
The student will become aware that:

- Integroup membership require decisions
- Consequences influence decisions
- Identification of legal sources of information concerning decisions exist

CAREER EDUCATION THEME

20. The student will identify and state personal goals as part of making career decisions.

INFUSED BEHAVIORAL OBJECTIVE

After a discussion of the need for Westward Expansion, the children will dramatize a meeting of New England, Middle Atlantic or Southern people thinking of moving west and list five reasons for moving.

CONTENT AREAS

Social Studies - Westward Expansion
Language Arts - Role Playing - Critical Thinking

RESOURCES

A.V. Materials

Children of the Wagon Train. (F). BOCES.
Pathfinders Westward. (FS). SVE.
U.S. Expansion: Northwest. (F). BOCES.
Westward Migration. (FS). SVE.

Books

Benjamin West. Marguierite Henry. Bobbs.
Builders of America. Laidlaw.
High Wind From Kansas. Mary Calhoun. Morrow, 1965.
Negro Trailblazer. Harold W. Felten. Dodd Mead.
Our Language Today. American Book Co. Chapter 11.
Overland Stage. Glen Dines. Macmillan, 1961.
Some Went West. Dorothy Johnson. Dodd Mead, 1965.
The Settlers West. Martin Scmitt. Bobalza Books.
The Wagonman. Robert W. Howard. Putnam, 1964.
Winning of the West. Harold McCracken. Doubleday.

*Please add other resources as you learn about them.

C. E. ELEMENT DECISION MAKING

CAREER EDUCATION THEME

20. The student will identify and state personal goals as part of making career decisions.

INFUSED BEHAVIORAL OBJECTIVE

After children have researched the qualifications for a certain job, and made a list of necessary job qualifications to be placed in a file, another student can apply for a job and be evaluated by the researcher as the employer.

CONTENT AREAS

Language Arts - Interviewing - Filling Out Applications
- Critical Thinking

RESOURCES

Books

Career Education Resource Guide."Employment Wanted". p. 57.
"Peter and the Wolf". p. 32.
Dictionary of Occupational Titles.
Language and How To Use It. Scott Foresman.
Occupational Handbook.
Work Around the World. Kathryn Jackson. Silver Burdett.

*Please add other resources as you learn about them.

C. E. ELEMENT DECISION MAKING

CAREER EDUCATION THEME
21. The student will become proficient in identifying, and using resource information in making career decisions.

INFUSED BEHAVIORAL OBJECTIVE
After completion of a study on the life on Ben Franklin, the student will list Franklin's accomplishments and participate in a panel discussion to decide which achievement is the most important to society and for them.

CONTENT AREAS
Social Studies - Inventors
Language Arts - Biographies - Debating

RESOURCES

A.V. Materials

Benjamin Franklin of Old Philadelphia. (R). Lincoln & Douglas. American Landmark.

Books

Benjamin Franklin. Ingri d'Aulaire. Doubleday, 1950.
Benjamin Franklin of Old Philadelphia. Margaret Cousins. Random House, 1952.
Benjamin Franklin, Scientist-Diplomat. C. Dougherty. Macmillan, 1965.
Great Names in American History. Laidlaw.
That Lively Man, Ben Franklin. Jeanette Eaton. Morrow, 1948.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

INFUSED BEHAVIORAL OBJECTIVE

After visiting and talking to a carpenter, the child will construct or draw a model of a home.

CONTENT AREAS

Math - Measurement

RESOURCES

A.V. Materials

Building a House. (F).
How We Get Our Homes. (FS). SVE.
Kinds of Houses. (FS).
Let's Build a House. (F).
Lumber Mills. (F).
Men Who Build Houses. (FS).
Parts of a House. (FS).
The Homes We Live In. (FS). SVE.
Tools and Materials for Building. (FS).
Why We Need Houses. (FS).

Books

A World Full of Homes. William A. Burns. McGraw-Hill, 1953.
Career Education Resource Guide.
    "Getting Away From It All". p. 75.
    "Blow Your Own Horn". p. 46.
Houses. Irving and Ruth Adler. John Day, 1964.
I Want To Be a Carpenter. Carla Greene. Children' Press.
The First Book of Architecture. Lamont Moore. Watts, 1961.
The Story of Houses. Bernard Case. Sterling Pub.
The True Book of Houses. Kathryn Carter. Children's Press.

*Please add other resources as you learn about them.

FOURTH GRADE

SKILL AWARENESS, BEGINNING COMPETENCE

Goals:
The student will become aware that:

-Responsibility levels influence behavior
-Safety habits and physical skills are developed commensurate to his or her maturity

CAREER EDUCATION THEME

24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.

INFUSED BEHAVIORAL OBJECTIVE

During a study of the Westward Movement, the students will make posters tha the government and private companies might have distributed to encourage settlers to move west, stating job opportunities and skills required to fill these jobs.

CONTENT AREAS

Social Studies - Westward Expansion
Art - Poster Making

RESOURCES

A.V. Materials

Children of the Wagon Train. (F). BOCES.
Pathfinders Westward. (FS). SVE.
Pioneers of the Early American Frontier. (FS). SVE.
U.S. Expansion: Northwest. (F). BOCES.
Westward Migration. (FS). SVE.

Books

Benjamin West. Marguerite Henry. Bobbs Merrill.
Edward Rose: Negro Trail Blazer. Harold Fenten. Dodd Mead,1967,
Great Names in American History. Laidlaw Bros.
High Wind For Kansas. Mary Calhoun. Morrow, 1965.
Some Went West. Dorothy Johnson. Dodd Mead, 1965.
The Overland Stage. Glen Dines. Macmillan, 1961.
The Settlers West. Martin Schmitt. Bobalza Books.
Trails West & Men Who Made Them. Dorian. McGraw-Hill, 1955.
Winning of the West. Harold McCradken. Doubleday.

Teaching Aids

Making Bulletin Boards. (kit).
Westward Migration Group I. (kit). Society of Visual Ed.,Inc.

*Please add other resources as you learn about them.

C. E. ELEMENT SKILL AWARENESS, BEGINNING COMPETENCE 4

CAREER EDUCATION THEME

25. The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

After studying colonial community-life, the child will write and perform a skit depicting the interdependence of family jobs within his own home.

CONTENT AREAS

Social Studies - Colonial America
Language Arts - Creative Writing

RESOURCES

A.V. Materials

Discovery, Exploration, Colonialization. (FS). SVE.
Establishing the Jamestown Colony. (FS).
People and Events in American History. (FS). SVE.

Books

Builders of America. Laidlaw. Unit 2.
Career Education Resource Guide. "A Woman's Place Is...".
Colonial Craftsman and Beginning of American Industry. E. Tunis. World, 1965.
Colonials and Patriots. Frank Sarles. U.S. Dept. of Inter. National Parks Service.
Everyday Things in American Life. William Langdon. Scribner.
George Washington. Daniel Carrison. Watts, 1969.
Great Names in American History. Laidlaw Bros.
Home and Child: Life in Colonial Days. Alice Earle. Macmillan, 1969.
Landing of the Pilgrims. James Daughtery. Random House, 1950.
Language and How To Use It. Scott Foresman.
Pilgrim Neighbors. Elvajean Hall. Rand McNally.
The Hatters. Leonard Fisher. Watts.
The Peddlers. Leonard Fisher. Watts, 1968.
The Shoemakers. Leonard Fisher. Watts, 1965.
The Silversmiths. Leonard Fisher. Watts, 1964.
Through These Arches. Katherine Milhous. Lippincott, 1964.
We Were There With the Mayflower Pilgrims. Robert N. Webb. Grosset, 1956.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

27. The student will develop the skills necessary for employment in the career of his choice.

INFUSED BEHAVIORAL OBJECTIVE

After visiting and discussing with the secretary her job activities, the children will choose one of three different activities to role-play.

CONTENT AREAS

Language Arts - Role Playing
Social Studies - The School

RESOURCES

A.V. Materials

Urban Life. (FS). SVE.

Books

Career Education Research Guide. p.54.
Dictionary of Occupational Titles.
Language and How To Use It. Scott Foresman.
Occupational Outlook Handbook. U.S. Bureau of Labor Statistics. Washington, D.C.
Our Language Today. American Book Co.
Strictly for Secretaries. Helen Whitcomb. McGraw-Hill.

Community/People

School Secretary

*Please add other resources as you learn about them.

FOURTH GRADE

EMPLOYABILITY SKILLS

Goals:
The student will become aware of:

- Leadership styles
- Specialization within group work
- Effects of behavior and appearance in human relations
- Importance of punctuality, responsibility, and following directions

CAREER EDUCATION THEME

28. The student will recognize the implications of working, with and without supervision, independently and with others.

INFUSED BEHAVIORAL OBJECTIVE

After a story of exploration, each child will select an explorer and list five leadership qualities he showed.

CONTENT AREAS

Social Studies - Exploration

RESOURCES

A.V. Materials

Christopher Columbus. (F). BOCES.
Discovery, Exploration, & Colonization. SVE.
Explorers and Explorations: Story of Christopher Columbus. (FS). Society for Visual Education, Inc.
Explorers - Magellan - West to the Orient. (FS). Ency. Brit.
Explorers - Prince Henry the Navigator. (FS). Ency. Brit.

Books

A World Explorer: James Cook. A. DeLoeuw. Garrard, 1963.
Expeditions: Scientist in the Field. Ruth McMullen. Doubleday, 1969.
Explorers and Their Discoveries. Arthur L. Hayward. Abelard-Schuman.
Famous Modern Explorers. B. Bailey. Dodd Mead, 1963.
Francisco Coronado. Faith Y. Knoop. Garrard, 1967.
Our Country. Harold Eibling. Laidlaw Bros.
Quest For the Unknown: Explorers of Today. Roy Penny. Lippincott.
Real Book About Explorers. Jules Golliet. Doubleday.
The Meriwether Lewis Mystery. Wilma Hays. Westminster.
They Put Out To Sea. Roger A. Duvoisin. Knopf, 1944.
World Most Daring Explorers. Richard Lambert. Sterling.

*Please add other resources as you learn about them.

C. E. ELEMENT EMPLOYABILITY SKILLS 4

CAREER EDUCATION THEME

29. The student will relate information about himself in selecting, learning, or performing duties.

INFUSED BEHAVIORAL OBJECTIVE

After selecting and researching a career, a child will role-play some of the responsibilities of that career.

CONTENT AREAS

Social Studies - Exploration

RESOURCES

A.V. Materials

What Do Fathers Do. (FS). YLP.
Working In Our Community. (FS).

Books

Annapolis. Jack Engeman. Lothrop, 1965.
Career Education Resource Guide.
    p. 36 - Shadow Play
    p. 19 - Lids For Kids
    p.113 - That's What I Want To Be
    p.129 - At Your Leisure
Careers in the World of Fashion. Freida Curtis. Whiteside.
Danger Fighters. Carroll Colby. Coward-McCann, 1953.
Dictionary of Occupational Titles.
Doctors and What They Do. Harold Coy. Watts, 1956.
F.B.I. Carroll Colby. Coward-McCann, 1954.
Frogmen. Carroll Colby. Coward-McCann, 1954.
Language and How To Use It. Scott Foresman.
Leatherneck. Carroll Colby. Coward-McCann, 1957.
Occupational Handbook.
Our Language Today. American Book Co. Chapter 6,11.
Park Ranger. Carroll Colby. Coward-McCann, 1955.
Police. Carroll Colby. Coward-McCann, 1954.
Smoke Eaters. Carroll Colby. Coward-McCann, 1954.
Soil Savers. Carroll Colby. Coward-McCann, 1957.
The Coast Guard Academy. Jack Engeman. Lothrop.
West Point. Jack Engeman. Lothrop, 1967.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

30. The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

INFUSED BEHAVIORAL OBJECTIVE

After interview of a scientist, the child will construct a bulletin board showing tools needed for such as job.

CONTENT AREAS

Science - Scientist
Language Arts - Outlining - Interviewing

RESOURCES

Books

All About the Sea. Ferdinand C. Lane. Random House, 1953.
Archimedes and the Door of Science. James Bendick. Watts.
Boy Scientist; Margenau. Henry. Time, 1964.
Career Education Resource Guide. p. 21.
Danny Dunn and the Anti-Gravity Machine. Williams. Jay, 1956.
George Washington Carver. Sam Epstein. Garrard.
Great Names in American History. Laidlaw.
How Scientists Find Out. William Lopspeich. Little Brown.
I Want To Be a Scientist. Carla Greene. Children's Press,1961.
Language And How To Use It. Scott Foresman.
Makers of American History. Noble & Noble.
Our Language Today. American Book Co.
Star Girl. Harry Winterfield. Harcourt.
The Earth in Space. John & Cathleen Polgreen. Random House.
The Sciences of Mankind. J. W. Watson. Golden Press, 1960.
Young Scientist Takes a Walk. G. Barr. McGraw-Hill, 1959.

*Please add other resources as you learn about them.

FOURTH GRADE

ATTITUDES AND APPRECIATIONS

Goals:
The student will become aware that:

- Others rely upon him or her to complete tasks
- Persons with differences must be accepted
- Interest must be shown in the individual skills and abilities of others

CAREER EDUCATION THEME

31. The student will recognize the responsibilities to himself and others when accepting a task or job.

INFUSED BEHAVIORAL OBJECTIVE

After a study of the geographical location of their community, the child will be able to identify five out of ten given reasons why the community's location dictates the life-style and occupations.

CONTENT AREAS

Geography - Location Skills
Social Studies - The Community

RESOURCES

A.V. Materials

Knowing Our Community, Long Ago and Today. (FS).
Playing Community. (FS). Encyclopedia Britannica.
They Call the Island Long. (F). BOCES.

Books

Career Education Resource Guide.
    p. 66 - Model Neighborhood.
    p. 20 - We Run To Town.
    p.115 - Mississippi
    p.126 - Snowstorm
    p.137 - The Grand Tour
    p.154 - The Welcome Mat
Great Names in American History. Laidlaw Bros. Unit 6.
Why We Live Were We Live. E. K. Evans. Little Brown, 1963.

Other

Maps of Community.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

31. The student will recognize the responsibilities to himself and others when accepting a task or job.

INFUSED BEHAVIORAL OBJECTIVE

The children will research and create a bulletin board of the inventions of Thomas Edison and keep charts showing how many of his inventions they use and how often.

CONTENT AREAS

Social Studies - Industrial Revolution
Science - Machines and Energy
Math - Charts

RESOURCES

A.V. Materials

Thomas Alva Edison. (R). Landmark.
Thomas Edison - The Machine That Talked. (FS).

Books

Boy's Life of Edison. William Meadowcroft. Harper, 1949.
Builders of America. Laidlaw.
Career Education Resource Guide. p. 86.
Children's Book of Science.
Concepts in Science. Harcourt, Brace, & World.
Great Names in American History. Laidlaw Bros.
Makers of American History. Noble & Noble.
The Story of Thomas A. Edison. Meadowcroft. Grosset & Dunlap.
Thomas A. Edison, Miraclemaker. Mervyn D. Kaufman. Garrard,1962.
Tom Edison: Boy Inventor. S. Guthridge. Bobbs Merrill.
Tom Edison Finds Out. S. Lowitz. Lerner, 1967.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

32. The student will recognize individual differences and become tolerant in his interpersoanl relationships.

INFUSED BEHAVIORAL OBJECTIVE

After a study of the New Amsterdam colony, the children will list five ways in which the location of the colony determined the variety of jobs and what jobs have taken their place today.

CONTENT AREAS

Social Studies - Colonial America
Geography - Location Skills

RESOURCES

A.V. Materials

Life in New Amsterdam. (FS). END.

Books

Dan Morgan. Bernice Bryant. Bobbs Merrill.
Great Names in American History. Laidlaw.
I Know a City. K. B. Shippen. Viking.
Nathan Hale. Augusta Stevenson. Bobbs Merrill, 1959.
New Amsterdam Days and Ways. Dorothy N. Hults. Harcourt, 1963.
Peter Stuyvesant of Old New York. Anna Crouse. Random House, 1954.
Sad-Faced Boy. Arna Bontemps. Houghton, 1937.
The Glorious Conspiracy. Joanne Williamson. Knopf.
The House of Peace. L. A. Dyer. Longmans.
The Saturdays. Elisabeth Enright. Holt, 1941.
William Penn. Virginia Haviland. Abingdon.

*Please add other resources as you learn about them.

FIFTH GRADE

SELF AWARENESS

Goals:
The student will become aware of:

- -Self interest and aptitudes
- -Sensitivity to others
- -Ability to focus interest from immediate to long range
- -Comparative nature of social roles
- -The beginning internalization of interest in particular roles

CAREER EDUCATION THEME

1. The student will recognize the relationship of his interests, aptitudes, and achievements to the realization of his career role.

INFUSED BEHAVIORAL OBJECTIVE

The student will be able to list two talents which he has and identify two occupations in which they would be strengths.

CONTENT AREAS

Social Studies - Business and Industry - The Community - Self Understanding

RESOURCES

A.V. Materials

A Family At Work and Play. (SP). SVE.
People Are Different and Alike. (F). Coronet Films.
People We Know. (FS). Guidance Associates.
What Do You Like to Do? (FS). Society for Visual Education.
Who Are You? (FS). Society for Visual Education.
Who Do You Think You Are? (FS). Guidance Associates.
Women of Destiny. (C). Educational Reading Services.

Books

About The People Who Run Your City. S. Newman. Melmont, 1963.
Aim for a Job in a Hospital. W. Kirk.
Behind the Scenes at the Post Office. A. Lewis. Dodd Mead,1965.
Junior Guidance Series Booklets. Science Research Associates.
The Cave. Elizabeth Coatworth. Viking.
The Door in the Wall. Marguerite De Angeli. Doubleday, 1949.
The Janitor's Girl. Frieda Friedman. Morrow, 1956.
The Policeman. W. Arm. Dutton, 1969.
The Story of Helen Keller. L. Hickok. Grosset, 1958.
You Can Work in the Transportation Industry. B. Dietz. John Day, 1969.
You Can Work in the Education Services. B. Dietz. John Day, 1968.
Your Career in TV and Radio. G. Gordon. Messner, 1966.
Your Future in Social Work. B. Beck. Rosen, 1964.

Other

What I Like to Do. SRA. (interest inventory)

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME

1. The student will recognize the relationship of his interests, aptitudes, and achievements to the realization of his career choice.

INFUSED BEHAVIORAL OBJECTIVE

The student will choose a hobby and write a composition on how it relates to an occupation.

CONTENT AREAS

Social Studies - Workers and Their Occupations
Language Arts - Creative Writing

RESOURCES

A.V. Materials

Macrame. (F). Nassau Film Library.

Books

Creating From Scrap. L. Frankel. Sterling, 1962.
Creative Hobbies. H. Zarchy. Sterling, 1970.
Golden Do-It Book. McCall. Golden Press, 1960.
The Golden Book of Crafts and Hobbies. W. Hunt. Golden Press, 1957.
Things To Do. T. Lee. Doubleday, 1965.
Things To Make From Odds and Ends. J. Robinson. Meredith, 1945.
What Can I Do Today? J. Kilimo. Pantheon, 1971.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME

4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

INFUSED BEHAVIORAL OBJECTIVE

The student will be able to describe an occupation of one of his parents and state three ways in which it affects him (the child) as a member of the family.

CONTENT AREAS

Social Studies - The Family - Economics

RESOURCES

A.V. Materials

A Family At Work and Play. (SP). SVE.
Fathers At Work. (FS). Educational Reading Service
Growing Up, Growing Older. BOCES.
Just What Do Fathers Do? (FS). Edu-Craft.
Just What Do Mothers Do? (FS). Edu-Craft.
Mothers Work Too. (FS). Educational Reading Service.
Who Should Decide - Areas of Parental Authority. BOCES.
Why Do People Work. (FS). Visual Education Consultants.

Books

Behind the Scenes at the Post Office. A. Lewis. Dodd Mead, 1965.
Communication. I. Adler. John Day, 1967.
Doctors and What They Do. H. Coy. Watts, 1956.
I Know a Newspaper Reporter. L. Henroid. Putnam, 1972.
Look at the Army. B. Lord. Walck, 1965.
Nursing as a Career. C. Chandler. Dodd Mead, 1970.
Police. C. Colby. Coward McCann, 1954.
The Engineer. C. Furnas. Time, 1966.
The Night Workers. A. Schwartz. Dutton, 1966.
The Schoolmasters. L. Fisher. Watts, 1967.
Who Built the Highway? N. Bates. Scribner, 1953.
Your Career in Computer Programming. I. Seligsohn. Messner, 1967.
Your Career in Unusual Occupations. W. Harter. McKay, 1971.
Your Future in Banking. R. Boynton. Rosen, 1965.
Your Future in High Fidelity Industry. B. Newman. Rosen, 1966.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

5. The student will recognize that self-knowledge is related to a set or system of values unique to him.

INFUSED BEHAVIORAL OBJECTIVE

During a survey of community occupations, the student will list three jobs that are necessary to our economy that he would like to do and list three jobs that he would not like to do.

CONTENT AREAS

Social Studies - The Community - Economics

RESOURCES

A.V. Materials

A City Is Many Things. (FS). Churchill Films.
Community Helpers. (FS). Troll Associates.
Community Series: Systems In Our City. (FS). Stanley Bowmar, Inc.
The Wonderful World of Work (Series). (FS). Geppert-Audio Visual.
Working in U. S. Community. SVE.

Books

Behind the Headlines. D. Faber. Pantheon, 1963.
Behind the Scenes at the Post Office. A. Lewis. Dodd Mead, 1965.
Careers in the Legal Profession. P. Sarnoff. Messner, 1970.
Economics. F. Boardman. Walck, 1966.
Learning About People Working. J. Maher. Watts, 1969.
Let's Go to a Sanitation Department. J. Harris. Putnam, 1972.
Night People. C. Colby. Coward McCann, 1961.
The New World of Banking. E. O'Toole. Dodd Mead, 1965.
The Night Workers. A. Schwartz. Dutton, 1966.
The Policeman. W. Arm. Dutton, 1969.

Other

Modern Workers Posters. (set 1 & 2). Instructor Publications.

*Please add other resources as you learn about them.

FIFTH GRADE

EDUCATIONAL AWARENESS

Goals:
The student will become aware of:

_Importance of education and the relationship between in and out of school learning
-How school experiences become preparation for careers
-Correlation between school learned skills to those used by workers

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside of school.
9. The student will recognize that different career directions require varying types of educational preparation.

INFUSED BEHAVIORAL OBJECTIVE

After an annual trip to Washington, D. C., the student will choose two government jobs he would be interested in and he will identify the training necessary for each job.

CONTENT AREAS

Social Studies - U. S. Government

RESOURCES

A.V. Materials

A Congressman and What He Does. (C). Troll Associates.
Federal Civilian Government Worker. (C). Creative Visuals.
One Nation Indivisible. (C). Troll Associates.
Political Science. (TR). Creative Visuals.

Books

F.B.I. C. Colby. Coward McCann, 1954.
First Book of Congress. H. Coy. Watts, 1956.
Government in Action. A. Paradis. Messner, 1966.
Politicians and What They Do. D. Botter. Watts, 1960.
Special Forces. C. Colby. Coward McCann, 1964.
Story of the Secret Service. F. Kuhn. Random House, 1965.
The President of the United States. E. Fincher. Abelard, 1955.
The United States Department of Defense. J. Terrell. Hawthorne, 1963.
The United States Department of the Treasury. J. Terrell. Hawthorne, 1963.
United States Department of Justice. J. Terrell. Hawthorne, 1965.
We Are the Government. M. Elting. Doubleday, 1967.
What a United States Congressman Does. R. Hoopes. John Day,1972.
What a United States Senator Does. R. Hoopes. John Day, 1970.
What Does a Congressman Do? D. Lavine. Dodd Mead, 1965.
What Does a Senator Do? D. Lavine. Dodd Mead, 1967.
Your Future in the Federal Government. S. Gould. Rosen, 1962.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside of school.
10. The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

INFUSED BEHAVIORAL OBJECTIVE

The student will survey the school building and grounds and convert the information into a scaled map drawing.

CONTENT AREAS

Social Studies - Map Skills
Math - Measurement

RESOURCES

A.V. Materials

Architect. (T). Creative Visuals.
Architect. (T). Imperial International Learning Corp.
Scales, Scale Drawing, Maps and Tables. (FS). McGraw-Hill.

Books

All the Ways of Building. L. Lamprey. Macmillan, 1933.
Architecture. W. Dalzell. Grosset, 1971.
From Stones to Skyscrapers. T. Bergere. Dodd Mead, 1960.
Houses. I. Adler. John Day, 1964.
The Architects. L. Fisher. Watts, 1970.
The First Book of Architecture. L. Moore. Watts, 1961.
Understanding Architecture. G. Sullivan, Warne, 1971.
What It Feels Like to Be a Building. F. Wilson. Doubleday,1969.
Your Future in Architecture. R. Roth. Rosen, 1960.

Other

Blue Prints of school building

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

8. The student will recognize that educational experiences are a part of his career development.
9. The student will recognize that different career directions require varying types of educational preparation.

INFUSED BEHAVIORAL OBJECTIVE

During a visit to Old Bethpage Village, the child will interview the tailor and list the educational skills and requirements for that particular occupation.

CONTENT AREAS

Social Studies - Colonial Times

RESOURCES

A.V. Materials

Tailor. (C). International Teaching Tapes.

Books

Colonial Massachusetts. J. Wood. Nelson, 1969.
The Massachusetts Colony. R. Smith. Macmillan, 1969.
The Story of the Old Colony of New Plymouth. S. Morison. Knopf, 1956.
Young Paul Revere's Boston. S. Epstein. Garrard, 1966.

Community/People

Field Trip to Old Bethpage Village.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

9. The student will recognize that different career directions require varying types of educational preparation.

INFUSED BEHAVIORAL OBJECTIVE

After interviewing a school secretary, the student will list what skills that person will utilize from his/her past education in the performances of that job.

CONTENT AREAS

Social Studies - The Community
Language Arts - Reporting Skills

RESOURCES

A.V. Materials

Become a Secretary/Become a Receptionist. (T). ESF, Inc.
Secretarial Generation, (FS). Teaching Resources Films.
Secretarial Work as a Career. (FS). International Film Bureau.
Secretaries - Who Needs Them? (FS). Teaching Resources Films.
Secretary in a Changing Business World. (FS). Teaching Resource Films.

Books

Your Future as a Secretary. B. Noyes. Rosen, 1970.

Community/People

Interview with school secretaries.

Other

Posters on Secretarial Careers. J. Weston Walck.

*Please add other resources as you learn about them.

FIFTH GRADE

CAREER AWARENESS

Goals:
The student will become aware of:

- Complexity of the work world
- Understanding that occupational success requires competencies and performance standards
- Understanding that occupations change with changing community needs
- Identification of preferred life styles

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.

INFUSED BEHAVIORAL OBJECTIVE

Given a list of occupations, the student will select the ones directly related to the space program.

CONTENT AREAS

Social Studies - Business and Industry
Science - Aerospace

RESOURCES

A.V. Materials

First Men on the Moon. (R). Scholastic.
Space and Space Travel. (FS). SVE.
Understanding Our Earth. (FS). SVE.

Books

American Space Exploration. W. Shelton. Little Brown, 1967.
Come to Work With Us in Aerospace. J. Wilkinson. Putnam, 1965.
Our Work in Space. W. Ley. Macmillan, 1964.
Rocket to the Moon. C. Bonestell. Children's Press, 1961.
Space. M. Tellander. Follett, 1960.
Space Flight and How It Works. W. Gottlieb. Doubleday, 1963.
Space in Your Future. L. Schneider. Harcourt, 1961.
The Men Behind the Astronauts. W. Hyde. Dodd Mead, 1965.
The World of Space. R. Silverberg. Meredith, 1969.
What the Moon Astronauts Do. R. Hill. John Day, 1971.
Your Future in Aerospace Technology. L. Ely. Rosen, 1962.
Your Future in NASA. Sol Levine. Rosen, 1969.

Community/People

Visit by Bill Eveland from Grumman to display and explain space suit.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.
12. The student will understand the way in which occupations relate to needs and functions of society.

INFUSED BEHAVIORAL OBJECTIVE

Upon completing a unit on the New England States, the student will compare and contrast the various occupations found in that geographic region to those found on Long Island.

CONTENT AREAS

Social Studies - New England States

RESOURCES

A.V. Materials

Five Great Cities. (FS).
Living in New England. (FS).
New England Fisherman. (FS & R). Filmstrip House.
Working in U. S. Communities. (FS). SVE.

Books

Away Goes Sally. E. Coatsworth. Macmillan, 1934.
Eight Cousins. Alcott. Little Brown, 1927.
Getting to Know New England. E. Gemming. Coward McCann, 1971.
Life in America: New England. R. Coffin. Fideler, 1966.
Men at Work in New England. H. Lent. Putnam, 1967.
New England Country. D. Wood. Children's Press, 1962.
The Story of New England. M. McClintock. Harper, 1941.
The Grist Mill Secret. L. Albrecht. Hasting House, 1962.
The Story of New England. M. Stearns. Random House, 1967.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

12. The student will understand the way in which occupations relate to needs and functions of society.

INFUSED BEHAVIORAL OBJECTIVE

Following a trip to a Colonial Village, the student will list the occupations that no longer exist today.

CONTENT AREAS

Social Studies - Colonial Times

RESOURCES

A.V. Materials

Life in Early American Colonies. (FS). Troll Associates.
The First Settlers. (FS).

Books

Colonial America. M. Fisher. Fideler, 1962.
Colonial Craftsmen and the Beginnings of American Industry. E. Tunis. World, 1965.
Colonial Life in America. M. Farquhar. Holt, 1962.
Colonial Living. E. Tunis. World, 1957.
Early American Crafts. C. Colby. Coward McCann, 1967.
Home and Child Life in Colonial Days. A. Earle. Macmillan, 1969.
If You Lived in Colonial Times. A. McGovern. Four Winds, 1964.
Life in Colonial America. E. Speare. Random House, 1963.

Community/People

Field Trip to Old Bethpage Village or Sturbridge Village.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

After completing a unit on community service occupations, the student will list three skills needed to perform one service occupation.

CONTENT AREAS

Social Studies - The Community

RESOURCES

A.V. Materials

Community Workers and Helpers. (FS). Society for Visual Aids.
People Who Work for Our Health. (FS). Geppert Audio-Visuals.
Workers for the Public Welfare. (FS). Eye Gate.

Books

Careers in Social Service. K. Gay. Messner, 1969.
People Are My Profession. H. Hannahs. Children's Press, 1970.
So You Want to Be a Social Worker. H. Perlman. Harper, 1962.
Those Who Care. L. Baker. Little Brown, 1964.
What I'm About Is People. C. Geary. Children's Press, 1970.
Your Future in Social Work. B. Beck. Rosen, 1964.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

While excavating a model civilization as part of an archeological unit, the student will identify the skills and qualifications of an archeogolist.

CONTENT AREAS

Social Studies - Ancient Greece

RESOURCES

Books

Adventuring in Archaeology. C. Burland. Warne, 1963.
All About Archaeology. A. White. Random House, 1959.
Buried Cities. J. Hall. Macmillan, 1964.
Calendars to the Past. G. Baldwin. Norton, 1967.
Finding Out About the Past. M. Freeman. Random House, 1967.
Good Digging. D. Samachson. Random House, 1960.
The Buried Treasure of Archaeology. L. Brennan. Random House, 1964.
The Wonderful World of Archaeology. R. Jessup. Doubleday, 1968.
Your Future in Archaeology. G. Larue. Rosen, 1970.

Teaching Aids

MATCH Kit. House of Ancient Greece. Boston Museum.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

13. The student will determine the worker qualification related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

After interviewing a department store manager, the student will list the minimum qualifications needed for give jobs in the store,

CONTENT AREAS

Social Studies - Economics

RESOURCES

A.V. Materials

Careers in Sales and Service Occupations. (C). Educational Research, Inc.
Careers in Selling. (R). Folkways Records.
Retail Clerk. (FS). AIDS.
Retail Salesperson. (FS). McGraw-Hill Films.
Salesman. (FS). Journal Films.
Selling as a Career. (FS). Universal Education & Visual Arts.
The Retail Store. (FS). Churchill Films.
Your Future in Sales. (C). Imperial International Learning Corp.

Books

Come to Work With Us in a Department Store. J. Wilkinson. Children's Press, 1972.
This is a Department Store. L. Romano. Follett, 1962.
Your Career in Selling. R. Liston. Messner, 1967.
Your Future in Direct Selling. F. Goodrich. Rosen, 1965.
Your Future in Retailing. G. Scott. Rosen, 1961.

Community/People

Visit to department store.

*Please add other resources as you learn about them.

FIFTH GRADE

ECONOMIC AWARENESS

Goals:
The student will become aware of:

- Roles of financial institutions
- Existence of some economic actions are attempted for economic security
- Budgetary investment and credit purchasing
- Differences between necessities and luxuries

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics, life-style and occupational roles.
17. The student will understand the range of social and economic benefits associated with various occupations.

INFUSED BEHAVIORAL OBJECTIVE

Given the gross annual income of a major sports figure, the student will be able to compute the amount of money earned per game.

CONTENT AREAS

Math - Computation
Social Studies - Economics

RESOURCES

Books

Basketball. F. Allen. Sterling, 1971.
Elementary School Mathematics 5. Addison Wesley.
Famous Pro Basketball Stars. W. Heuman. Dodd Mead, 1970.
Football. J. Otto. Creative, 1962.
Henry Aaron. A. Hirshberg. Putnam, 1969.
Inside Pro Football. H. Higdon. Grosset, 1970.
Let's Go, Yaz. R. Jackson. Walck, 1968.
More Sports Titans of the Twentieth Century. A. Silverman. Putnam, 1969.
Stars of Pro Basketball. L. Sabin. Random House, 1970.
The Answer Book of Sports. B. Mazer. Grosset, 1972.
They Dared to Lead: America's Black Athletes. P. Hollander. Grosset, 1972.
Wilt Chamberlain. G. Sullivan. Grosset, 1971.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

16. The student will undestand the relationship between personal economics, life-style and occupational roles.
17. The student will understand the range of social and economic benefits associated woth various occupations.

INFUSED BEHAVIORAL OBJECTIVE

After a study on drugs, the student will rank order according to economic and social benefits five jobs in the pharmaceutical industry.

CONTENT AREAS

Health Science - Drug Education

RESOURCES

A.V. Materials

Drugs and Health. (FS). Encyclopedia Britannica Films.

Books

About Jerry and Jimmy and the Pharmacist. F. Thompson. Melmont, 1964.
Drugs. W. Modell. Time, 1967.
Drugs and You. A. Madison. Messner, 1971.
Drugs From A to Z. R. Lingerman. McGraw-Hill, 1969.
Penny, the Medicine Maker. S. Epstein. Lerner, 1960.
Your Future in Pharmacy. James Kraemer. Rosen, 1964.

Community/People

Visit to neighborhood pharmacy.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

17. The student will understand the range of social and economic benefits associated with various occupations.

INFUSED BEHAVIORAL OBJECTIVE

After visiting a neighborhood bank, the student will identify four bank occupations and list the annual income of each position.

CONTENT AREAS

Social Studies - Economics - The Community

RESOURCES

A.V. Materials

Bank Clerk/Teller. (C). Creative Visuals.
Fundamentals of Economics. (FS). Eye Gate.
My Mother Works in a Bank. (FS). Imperial Film Co.

Books

Barter, Bills, and Banks. B. Tarshis. Messner, 1970.
Come to Work With Us in a Bank. J. Wilkinson. Children's Press, 1971.
From Barter to Banking. W. Wade. Macmillan, 1967.
How Money Works. A. Paradis. Hawthorne, 1972.
Money and Banking. K. Smith. Lerner, 1970.
The New World of Banking. E. O'Toole. Dodd Mead, 1965.
Treasure. W. Buehr. Putnam, 1955.
Your Future in Banking. R. Boynton. Rosen, 1965.

Community/People

Field Trip to neighborhood bank.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

17. The student will understand the range of social and economic benefits associated with various occupations.

INFUSED BEHAVIORAL OBJECTIVE

While studying decimals, the student will prepare a monthly budget for his family.

CONTENT AREAS

Math - Decimals

RESOURCES

Books

Elementary School Mathematics 5. Addison Wesley. (Chapter 11).
Fun With Figures. M. Freeman. Random House, 1946.
Mathematics in Your World. K. Menninger. Viking, 1961.
Ten: Why Is It Important? M. Luce. Lerner, 1969.
Wonders of Mathematics. R. Feravolo. Dodd Mead, 1963.
Zero Is Something. M. Luce. Lerner, 1969.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

17. The student will understand the range of social and economic benefits associated with various occupations.

INFUSED BEHAVIORAL OBJECTIVE

Using an occupational guidebook as a resource, the student will plot a graph showing the annual salaries of ten occupations.

CONTENT AREAS

Math - Graphs

RESOURCES

A.V. Materials

Mathematics. (TR). Creative Visuals.

Books

Comtempory Math. F. Clark. Watts, 1964.
Dictionary of Occupational Titles.
Elementary School Mathematics 5. Addison Wesley.
Graph Games. F. Papy. Crowell, 1971.
Graphs. D. Lowenstein. Watts, 1969.
Mathematics. D. Bergamini. Time, 1963.
Occupational Outlook Handbook.

*Please add other resources as you learn about them.

FIFTH GRADE

DECISION MAKING

Goals:
The student will become aware that:

-Making decisions satisfies personal interest
-Personal characteristics influence career decisions
-Emotions, values and information influence decisions
-Gathering, organizing and relating information on a specific occupation is necessary

CAREER EDUCATION THEME

20. The student will identify and state personal goals as a part of making career decisions.
21. The student will become proficient in identifying, and using resource information in making career decisions.

INFUSED BEHAVIORAL OBJECTIVE

After having researched the qualifications for jobs in the automotive industry, the student will list the jobs that he would be interested in and state why.

CONTENT AREAS

Science - Machines
Social Studies - Transportation

RESOURCES

A.V. Materials

ABC of Internal Combustion. (F). General Motors Corp.
ABC of the Diesel Engine. (F). General Motors Corp.
A Man's Work. (C). International Teaching Tapes.
Assembler. (C). International Learning Corp.
Auto Body Repairmen/Auto Mechanics. (C). Creative Visuals.
Auto Mechanic. (C). Imperial International Learning Corp.
My Dad Works in a Factory. (FS). Imperial Film Co.
Truck and Bus Mechanics. (C). Creative Visuals.
Where Mileage Begins. (F). General Motors Corp.

Books

Henry Ford. R. Kelley. Follett, 1971.
Henry Ford: Boy with Ideas. H. Aird. Bobbs-Merrill.
How Automobiles Are Made. D. Cooke. Dodd Mead, 1972.
Let's Go to a Automobile Factory. H. Butler. Putnam, 1961.
Men, Money and Automobiles. L. Fanning. World, 1969.
Millions of Cars. H. Butler. Messner, 1961.
What Makes a Car Go. S. Corbett. Little Brown.
Wheels and Pistons. W. Butterworth. Four Winds, 1971.
Your Future in the Automotive Industry. D. Taylor. Rosen,1963.

Community/People

Interview with worker in automobile related occupation.

*Please add other resources as you learn about them.

C. E. ELEMENT DECISION MAKING

CAREER EDUCATION THEME

20. The student will identify and state personal goals as part of making career decisions.
21. The student will become proficient in identifying, and using resource information in making career decisions.

INFUSED BEHAVIORAL OBJECTIVE

After visiting the construction site of homes or a shopping center and reading books about the construction trade, the student will identify the specific tasks of certain jobs that he would be interested in performing and state why.

CONTENT AREAS

Social Studies - The Community - Industry on Long Island
Science - Machines

RESOURCES

A.V. Materials

Building an Apartment House. (FS). SVE.
How We Build Things. (FS). Eye Gate.
The Story of Houses. (FS). Eye Gate.

Books

A Building Goes Up. E. Kahn. Simon, 1970.
Aim for a Job in the Building Trades. D. Daly. Rosen, 1970.
Come to Work With Us in House Construction. J. Wilkinson. Children's Press, 1970.
Hoists, Cranes and Derricks. H. Zim. Morrow, 1969.
Homes. P. Arnold. Holiday, 1960.
Machines. J. Meyer. World, 1958.
Machines at Work. M. Elting. Harvey House, 1962.
The Big Book of Real Building and Wrecking Machines. G. Zaffo. Grosset, 1951.
True Book of Tools for Building. J. Leavitt. Children's Press, 1955.
What Happens When You Build a House. A. Shay. Reilly & Lee, 1970.

*Please add other resources as you learn about them.

FIFTH GRADE

SKILL AWARENESS, BEGINNING COMPETENCE

Goals:
The student will become aware of:

- Appropriate response related to persons on differing levels of responsibility
- Interpretive role in communication
- Physical aspects of work
- Development of critical thinking skills
- Use of scientific method
- Simple organizational skills

CAREER EDUCATION THEME

23. The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

INFUSED BEHAVIORAL OBJECTIVE

After visiting a bank, the student will identify the different tasks the teller performs daily at his job.

CONTENT AREAS

Math - Money
Social Studies - The Community - Economics

RESOURCES

A.V. Materials

Bank Clerk/Teller. (C). Creative Visuals.
My Mother Works in a Bank. (FS). Imperial Film Co.
What Can Money Do? (FS). Teaching Resource Films.

Books

Coins and Currency. P. Gelanis. Grosset, 1972.
I Want to Be a Bank Teller. E. Baker. Children's Press, 1972.
Money. R. Nitsche. McGraw-Hill, 1971.
Money and Banking. K. Smith. Lerner, 1970.
Money-Go-Round. J. Floherty. Lippincott, 1964.
Nails to Nickels. E. Campbell. Little Brown, 1960.
The New World of Banking. E. O'Toole. Dodd Mead, 1965.
Your Future in Banking. R. Boynton. Rosen, 1965.

Community/People

Visit to neighborhood bank.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, comercial and industrial activities.

INFUSED BEHAVIORAL OBJECTIVE

While studying about space, the student will make a list of the basic tools of the atronomer.

CONTENT AREAS

Science - Space - Universe

RESOURCES

A.V. Materials

Astronomer. (C). Creative Visuals.
Atronomy. (FS). Singer.
Space and Space Travel. (FS). Singer.
Understanding Our Earth and Universe. (FS). SVE.
You and the Universe. (FS).

Books

Andy's Wonderful Telescope. G. Schloat. Scribner, 1958.
Exploring Space. K. Gattand. Grosset, 1972.
Eyes in Space. R. Mueller. John Day, 1965.
Let's Go to a Planetarium. L. Wolfe. Putnam, 1958.
Planets, Stars and Space. J. Chamberlain. Creative, 1962.
Telescopes and Observatories. P. Moore. John Day, 1962.
The Inquiring Mind: Atronomy. R. Olney. Nelson, 1967.
The Telescope Makers. B. Land. Crowell, 1968.
The Universe. C. Ronan. Watts, 1966.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

25. The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

After visiting a bank, the student will draw an organizational pattern depicting the hierarchical relationships among the bank personnel.

CONTENT AREAS

Social Studies - The Community - Economics

RESOURCES

A.V. Materials

Banks and Banking. (FS). Eye Gate.
My Mother Works in a Bank. (FS). Imperial Film Co.
What Is Economics. (FS). Eye Gate.

Books

Come to Work With Us in a Bank. J. Wilkinson. Children's Press, 1971.
Money and Banking. K. Smith. Lerner, 1970.
The New World of Banking. R. Boynton. Rosen, 1965.
What Happens When You Put Money in the Bank. A. Shay. Reilly, 1967.
Your Future in Banking. R. Boynton. Rosen, 1965.

Community/People

Visit to neighborhood bank.
Interviews with bank personnel.

*Please add other resources as you learn about them.

FIFTH GRADE

EMPLOYABILITY SKILLS

Goals:
The student will become aware of:

- Relationship between task completion, order and structure
- Relationships of his interest, aptitudes, achievements and the community
- Associations of job, work habits, personal appearance and social skills
- Function of data/people/things in functions

CAREER EDUCATION THEME
28. The student will recognize the implications of working, with and without supervision, independently and with others.

INFUSED BEHAVIORAL OBJECTIVE
After visiting a local service station, the student will categorize the kinds of tasks workers do according to those that are performed independently and those that need assistance from others.

CONTENT AREAS
Social Studies - The Community

RESOURCES

A.V. Materials

Auto Body Repairmen/Auto Mechanic. (T). Creative Visuals.
Auto Mechanic. (T). Imperial International Learning Corp.
Gas Station Attendant. (FS). McGraw-Hill Films.
My Dad Works in a Service Station. (FS). Imperial Film Co.

Books

Aim for a Job in Customobile Service. D. Taylor. Rosen, 1968.
Find a Career in Auto Mechanics. C. Harrison. Putnam, 1964.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

29. The student will relate information about himself in selecting, learning, or performing duties.

INFUSED BEHAVIORAL OBJECTIVE

After a discussion of jobs in the classroom, the student will list the skills he possesses relative to successful performance of specific duties.

CONTENT AREAS

Social Studies - Citizenship

RESOURCES

A.V. Materials

Developing Your Personality. (FS). Encyclopedia Britannica.
Living With Others - Citizenship. (R). Educational Record Sales.
People Are Different and Alike. (F). Coronet Films.

Books

Use Your Head, Hildy. J. May. Holt.

*Please add other resources as you learn about them.

FIFTH GRADE

ATTITUDES AND APPRECIATIONS

Goals:
The student will become aware that:

- Relationships between self and others result from job performance
- People have individual differences
- Rights and responsibilities of others must be recognized
- One must respond positively to others while working with them

CAREER EDUCATION THEME

31. The student will recognize the responsibilities to himself and others when accepting a task or job.

INFUSED BEHAVIORAL OBJECTIVE

Given the task of researching the kinds of occupations of present day American Indians, the student will present an oral report of his findings to the class.

CONTENT AREAS

Social Studies - American Indians

RESOURCES

A.V. Materials

Indians of the United States and Canada. (SP). SVE.
Indians of North America. (slides). Blackhawk Films.
The American Indian. (FS). Schloat Productions.

Books

America and Its Indians. J. Leavitt. Children's Press, 1962.
American Indians Today. O. Hoyt. Aberlard, 1972.
American Indians: Yesterday and Today. B. Grant. Dutton, 1960.
First Book of Indians. B. Brewster. Watts, 1950.
Homesteaders and Indians. D. Levenson. Watts, 1971.
The American Indian. O. LaFarge. Golden Press, 1960.
The North American Indians. E. Berke. Doubleday, 1963.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

32. The student will recognize individual differences and become tolerant in his interpersonal relationships.

INFUSED BEHAVIORAL OBJECTIVE

After working with a small group of classmates on a unit on Colonial Life, the student will identify five ways in which he respected the rights and responsibilities of others.

CONTENT AREAS

Social Studies - Colonial Life - Citizenship

RESOURCES

A.V. Materials

Colonial America. (FS). Eye Gate.
Learning to Be Responsible. (FS). SVE.
Recognition of Responsibilities. (FS). SVE.
The American Colonies. (FS). Eye Gate.
The Colonial Era. (R). SVE.
Values: Responsibility and Citizenship. (FS). Eye Gate.

Books

Colonial Massachusetts. J. Wood. Nelson, 1969.
Hear Ye of Boston. P. Curren. Lothrop, 1964.
Landing of the Pilgrims. J. Daugherty. Random House, 1950.
The Massachusetts Colony. R. Smith. Macmillan, 1969.
The Pilgrims. L. Groh. Garrard, 1968.
The Pilgrims of Plymouth. B. Beck. Watts, 1972.
Young Paul Revere's Boston. S. Epstein. Garrard, 1966.

*Please add other resources as you learn about them.

SIXTH GRADE

SELF AWARENESS

Goals:
The student will become aware that:

- -Self interest, aptitudes and achievements influence future occupational goals
- -Cognitive, affective and psychomotor capabilities influence personal interest and values

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE

After viewing a filmstrip in connection with family life in Saudi Arabia, the child will be able to list four ways in which his role in his family is similar to a Saudi Arabian child.

CONTENT AREAS

Social Studies - Saudi Arabian Family Life.

RESOURCES

A.V. Materials

Middle East. (F). BOCES.
You Discover Saudi Arabia. (FS). You Discover.

Books

Getting to Know Saudi Arabia. T. Phillips. Cowars McCann, 1963.
Getting to Know the Sahara. C. Joy. Coward McCann, 1963.
Land Between: The Middle East. F. Copeland. Abelard, 1958.
Lands of the Middle East. Allyn & Bacon.
Let's Visit the Middle East. J. Caldwell. John Day, 1966.
Sons of the Desert. S. Gedal. Pantheon, 1960.
The First Book of the Arab World. R. Warren. Watts, 1963.
Young People of the Eastern Mediterraean. C. Joy. Coward McCann.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE

After viewing a filmstrip in connection with family life in Saudi Arabia, the child will be able to list four ways in which his role in his family is different from a Saudi Arabian child.

CONTENT AREAS –

Social Studies - Mid East Saudi Arabia Family Life.

RESOURCES

A.V. Materials

Families of the World - Saudi Arabia. (FS).

Books

Let's Go To Africa. C. Mercer. Putnam, 1968.
Middle East and North Africa. Harcourt, Brace, World.
Our Neighbors in Africa. J. Caldwell. John Day, 1961.
Picture Map Geography of Africa. V. Quinn. Lippincott, 1964.
The First Book of Africa. L. Hughes. Watts, 1964.

*Please add other resources as you learn about them.

C. E. ELEMENT SELF AWARENESS

CAREER EDUCATION THEME

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

INFUSED BEHAVIORAL OBJECTIVE

After viewing a movie in ancient Roman life, a group of children will imitate specific legendary Roman characters, portraying them in a role playing situation.

CONTENT AREAS

Social Studies - Ancient Rome

RESOURCES

A.V. Materials

In Defense of Rome I. (F). BOCES.
In Defense of Rome II. (F). BOCES.
In Defense of Rome III. (F). BOCES.
Life in Ancient Rome. (FS). McGraw-Hill.
Our Heritage From Ancient Rome. (FS)(C).
Roman Empire. (FS). SVE.
Roman Republic. (FS). SVE.
Spirit of Rome. (F). BOCES.

Books

Ancient Civilization. Allyn & Bacon.
A Picture History of Ancient Rome. R. Endoes, Macmillan, 1967.
Exploring the Old World. O. Hamer. Follett.
Greek and Roman Civilization. Allyn & Bacon.
Imperial Rome. M. Hadas. Time, 1965.
Imperial Rome. Mellersh. John Day, 1964.
Julius Caesar. J. Gunther. Random House, 1959.
Man and His Changing Culture. K. Wann. Allyn & Bacon.
One Day in Ancient Rome. G. Kirtland. Harcourt, 1961.
Swords, Spears and Sandels. R. Suskind. Grosset, 1969.
The First Book of Ancient Rome. C. Robinson. Watts, 1959.
The Romans in the Days of the Empire. S. Miller. C. McCann,1963.
The Romans A. Duggan. World, 1964.
They Lived Like This in Ancient Rome. M. Neurath. Watts, 1968.
They Lived Like This in the Roman Empire. M. Neurath.Watts,1969.
You and the World. Benefic Press.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.

INFUSED BEHAVIORAL OBJECTIVE

After viewing a movie or reading a book about life on a kibbutz in Israel, the child will write a composition on life on the kibbutz, including features of his present life style necessary for him to change or alter.

CONTENT AREAS

Social Studies - Middle East & Israel.

RESOURCES

A.V. Materials

Family of Israel (FS). Encyclopedia Britannica.
Israel. (F). BOCES.
Israel. (FS). Encyclopedia Britannica.
Israel, The Land and the People. (FS) SVE.

Books

Eli Lives in Israel. A. Riwkin-Brick. Macmillan, 1964.
Getting To Know Israel. C. Joy. Putnam, 1961.
Israel. C. Comay. Macmillan, 1964.
Israel. L. Edelman. Nelson, 1969.
Israel - Crossroads of Conflict. L. Feigenbaum. Random Houe1968.
Let's Travel in the Holy Land. D. Geis. Children's-Press,1965.
Middle East. Scholastic World Culture Program. p.63-169.
Middle East and North Africa. Sadlier. p. 90-95.
My Village in Israel. S. Gidal. Pantheon, 1959.
The Kibbutz.- Life in an Israeli Commune. Paul Deegan. Creative, 1971.
This Is Israel. M. Sasek. Macmillan.
Man and His Changing Culture. Wann. Allyn & Bacon.
Land and People of Israel. Hoffman.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

INFUSED BEHAVIORAL OBJECTIVE

After discussing Mideastern occupations, the child will select from a prepared list of occupations four that are common to the cultures of both the United States and the Middle East.

CONTENT AREAS

Social Studies - Mideastern & Saudi Arabian Family Life.

RESOURCES

A.V. Materials

Arab Middle East. (F). BOCES.
Country of Islam. (F). BOCES.
Egypt Gift of the Nile. (F) BOCES.
Focus on the Middle East. (F). BOCES.
Lebanon. (F). BOCES.
Middle East History and Culture I. (F). BOCES.
Middle East History and Culture II. (F). BOCES.
The Middle East. (F). BOCES.

Books

Exploring the Old World. O. Hamer. Follett.
Getting To Know Lebanon. J. Brettveld. Putnam, 1958.
Lands of the Middle East. Allyn & Bacon.
Let's Visit the Middle East. J. Caldwell. John Day, 1966.
Living in the Old World. Macmillan.
Man and His Changing Culture. Wann. Allyn & Bacon.
Naim, a Boy of Turkey. G. Schloat. Knopf, 1963.
Two Boys of Baghdad. Bahija Lovejoy. Lothrop, 1972.
You and the World. Benefic Press.
Young People of the Eastern Mediterranean. Joy.
Young Turkey. M. Norris. Dodd Mead, 1964.

*Please add other resources as you learn about them.

SIXTH GRADE

EUCATIONAL AWARENESS

Goals:
The student will become aware that:

- Learning depends on desire and capability to learn
- Preparation and proficiency are required for job entry in most occupations
- External factors which may affect interest in certain occupations relate to development of values

CAREER EDUCATION THEME

7. The student will recognize that learning is a continuous process occurring in and outside of school.

INFUSED BEHAVIORAL OBJECTIVE

After visiting a printer's shop, the student will describe five aspects of the printer's task that the child learns in school.

CONTENT AREAS

Social Studies - History - Middle Ages - Gutenberg

RESOURCES

A.V. Materials

Writing Through the Ages. (F). BOCES.

Books

Black and White and Read All Over. A. Barker. Messner, 1971.
Exploring the Old World. O. Hamer. Follett.
First Book of Printing. S. Epstein. Watts, 1972.
Johann Gutenberg. Brayton Harris. Watts, 1972.
How Books Are Made. D. Cooke. Dodd Mead, 1963.
Man and His Changing Culture. Wann. Allyn & Bacon.
Miracle Man of Printing - Ottmar Mergenthaler. I. Levine. Messner, 1963.
Painted Rock to Printed Page. F. Rogers. Lippincott, 1960.
Printing - Tool of Freedom. E. Dean. Prentice. 1964.
The Printers. L. Fisher. Watts, 1965.
The Story of Printing. I. Simon. Harvey House, 1965.

Community/People

Field Trip to Farmingdale Post, Farmingdale.
Field Trip to Newsday, Garden City.
Field Trip to Pennysaver, 25A, Huntington.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

8. The student will recognize that educational experiences are a part of his career development.

INFUSED BEHAVIORAL OBJECTIVE

After discussing with his parents their elementary school experiences, the child will cite five differences and five similarities between his school situation and that of his parents.

CONTENT AREAS

Language Arts - Speaking, Listening, Interviewing, Reporting.

RESOURCES

A.V. Materials

SRA Listening Skills. (R).
The School Community. (FS). McGraw-Hill.
The Teacher. (FS). Britannica.

Books

Our Language Today. American Book Co. p. 256.

Community/People

Child will consult with his/her parent(s) or another adult, i.e., a relative, teacher, guardian.

*Please add other resources as you learn about them.

C. E. ELEMENT EDUCATIONAL AWARENESS 6

CAREER EDUCATION THEME
9. The student will recognize that different career directions require varying types of educational preparation.

INFUSED BEHAVIORAL OBJECTIVE
A child will state in a letter five qualifications that he possesses for a specific job he has selected from the classified ads of a daily paper.

CONTENT AREAS
Language Arts - Critical Reading

RESOURCES

Books

Macmillan - English 6.
Occupational Outlook Handbook. U. S. Dept. of Labor, Bureau of Labor Statistics, Washington, D.C.

Teaching Aids

Occupational Charts. F. A. Owen Publishing Co.
Widening Occupational Roles. (kit). SRA.

Other

Daily News.
Long Islander.
Long Island Press.
Newsday.
New York Times.

*Please add other resources as you learn about them.

SIXTH GRADE

CAREER AWARENESS

Goals:
The student will become aware of:

- Job classifications and their relationships
- Career relationships to social needs and geography
- Career relationships with data, people and things
- Recognition of successful job and school skills and behavior
- Understanding of natural career changes

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.

INFUSED BEHAVIORAL OBJECTIVE

After viewing one of three assigned TV shows, the child will list five aspects of the main character's role that were apparent.

CONTENT AREAS

Language Arts - Listening - Interpreting.

RESOURCES

Books

English Composition. P. 357-358.
Our Language Today. American Book Co.

Other

Local television listings in any daily paper.
TV Guide.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

11. The student will understand the variety of occupations found in the world of work.

INFUSED BEHAVIORAL OBJECTIVE

The class will develop a bulletin board arranging in job clusters the occupations of their parents or another adult, after interviewing that adult.

CONTENT AREAS

Language Arts - Interviewing, Reporting, Organizing.

RESOURCES

A.V. Materials

Fundamentals of Economics. (FS & R). Eyegate.

Books

Dictionary of Occupation Titles (D.O.T.)
Occupational Outlook Handbook. U.S. Dept. of Labor. Labor Bureau of Labor Statistics. Washington, D.C.
Our Language Today. American Book Company. p. 256.

Community/People

Interviews with parent(s) or another adult.

Other

CCEM - Five Clusters.
Occupational Clusters. U.S. Office of Education.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

INFUSED BEHAVIORAL OBJECTIVE

After discussing oil related industries, the child will select a specific occupation in the oil field and write a composition describing how he could fill the position.

CONTENT AREAS

Social Studies - Middle East

RESOURCES

A.V. Materials

Oil, Wealth From the Ground. (FS).

Books

Deep Treasure. O. Olds. Houghton, 1958.
Exploring the Old World. O. Hamer. Follett.
Gusher: The Search for Oil in America. Bob Young. Messner,1971.
Man and His Changing Culture. Wann. Allyn & Bacon.
Occupational Outlook Handbook. U.S. Dept. of Labor, Bureau of Statistics, Washington, D.C.
Oil Industry in Iran.
Oil, Today's Black Magic. W. Buehr. Morrow, 1964.
Picture Book of Oil. A. Brooks. John Day, 1965.
The First Book of Oil. B. Shilstone. Watts, 1969.
Willie and the Wildcat Well. A. W. Constant. Crowell, 1962.
World Cultures Past and Present. Hagaman. Harper & Row.

Teaching Aids

Amoco Oil Kit.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

14. The student will recognize that his career includes progression through developmental stages of educational and occupational experiences.

INFUSED BEHAVIORAL OBJECTIVE

Having been assigned a specific job, the child will research the job and arrange in order the progression for advancement along the next three promotions in that occupation.

CONTENT AREAS

Language Arts - Research Skills

RESOURCES

Books

Encyclopedia of Careers and Vocational Guidance.
Occupational Outlook Handbook. U.S. Dept. of Labor. Labor Bureau of Labor Statistics.Washington, D.C.

Community/People

Community Resource File

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

15. The student will understand the relationship between career and life-style.

INFUSED BEHAVIORAL OBJECTIVE

Given a list of geographical features, the student will list five occupations relative to a specific feature.

CONTENT AREAS

Social Studies - Geography

RESOURCES

A.V. Materials

Geography - Where People Live and Work. (FS & R).
Japan - How the People Earn Their Living. (FS & R).
Maps and How to Use Them. (FS).

Books

Living in the Old World. Macmillan. p. 6-7.

*Please add other resources as you learn about them.

SIXTH GRADE

ECONOMIC AWARENESS

Goals:
The student will become aware of:

- Economic and social contributions of organized groups
- Interrelations between earning, spending, borrowing, saving and investing
- Economic principles which apply to personal life, family and community

C. E. ELEMENT ECONOMIC AWARENESS 6

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics, life-style and occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

Using newspaper ads indicating prices of ten specific grocery items, the child will chart a graph showing their fluctuation in three specific stores.

CONTENT AREAS

Math - Graphing

RESOURCES

A.V. Materials

Arithmetic Series II. (FS). McGraw-Hill.

Books

Elementary School Mathematics: Book 6. Robert Eicholz. Addison-Wesley.

Teaching Aids

SRA Kit on Graphs and Tables.

Other

Daily News.
Long Island Press.
Long Islander.
Newsday.
New York Times.
Weekly Reader. Tables and Graphs 6.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

16. The student will understand the relationship between personal economics, life-style and occupational roles.

INFUSED BEHAVIORAL OBJECTIVE

Given a take-home pay of $150.00 per week, a child will determine the family budget, stating size of the family considering the following areas: rent, food, clothes, transportation, medical, entertainment, savings, allowances, miscellaneous.

CONTENT AREAS

Math - Percentages
Social Studies - Economics

RESOURCES

Books

Barter, Bills and Banks. B. Tarshis. Messner, 1970.
Elementary School Mathematics: Book 6. Robert E. Eicholz. Addison & Wesley. p. 264.
From Cattle to Credit Cards: The History of Money. Carol Schwalberg. Hawthorne, 1969.
How Money Is Made. D. Cooke. Dodd Mead, 1962.
Money. H. Neal. Messner, 1967.
Money and Banking. Kenneth Smith. Lerner, 1970.
Money-Go-Round. J. Floherty. Lippincott, 1964.
Treasure, the Story of Money and Its Safeguarding. W. Buehr. Putnam, 1955.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

18. The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.

INFUSED BEHAVIORAL OBJECTIVE

Having evaluated profits and losses, the class group will chart by graphing each individual's results.

CONTENT AREAS

Math - Graphing
Language Arts - Organization - Summation

RESOURCES

A.V. Materials

Fundamentals of Economics. (FS & R). Eye Gate.

Books

Securities. Faye Henle. Macmillan, 1972.
Stock Market ABC. J. Friedlander. Follett, 1969.
The Bulls and the Bears - How the Stock Exchange Works. A. Paradis. Hawthorne, 1967.
The Stock Market. Marc Rosenblum. Lerner, 1970.
Wall Street, The Story of the Stock Exchange. D. Sterling. Doubleday, 1955.

Other

Newsday.
New York Times.
Weekly Reader. Tables and Graphs 6.

*Please add other resources as you learn about them.

C. E. ELEMENT ECONOMIC AWARENESS

CAREER EDUCATION THEME

18. The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.

INFUSED BEHAVIORAL OBJECTIVE

Given $100.00 to either save or invest over a period of one month, the child will itemize his expenditures and evaluate his profit or losses.

CONTENT AREAS

Math - Percentages, Computation

RESOURCES

Books

Elementary School Mathematics: Book 6. Robert E. Eicholz. Addison-Wesley.

*Please add other resources as you learn about them.

SIXTH GRADE

DECISION MAKING

Goals:
The student will become aware of:

- Influence that personal interest and characteristic have on career decisions
- Ability to respond to questions related to career performance
- Understanding that previous decisions influence decision making behavior

C. E. ELEMENT DECISION MAKING 6

CAREER EDUCATION THEME

21. The student will become proficient in identifying, and using resource information in making career decisions.

INFUSED BEHAVIORAL OBJECTIVE

Given a list of resources of a particular culture, the child will select three jobs that are necessary to the economy of that society that he would like to pursue and three that do not interest him, citing at least two reasons for his decisions.

CONTENT AREAS

Social Studies - Culture Survey

RESOURCES

A.V. Materials

Culture Sets Pattern - Japan. (FS).
Egypt, Land of the Pharoahs. (FS & R). National Geographic.
Japan - How the People Earn Their Living. (FS & R).
Life in Ancient Egypt. (FS). McGraw-Hill.
Living In the Old World: USSR. (FS). SVE.
Modern Central and Southern Europe. (FS). SVE.
Modern Northern and Western Europe. (FS). SVE.
The Middle East. (FS). World Culture Scholastic.

Books

Ancient Egypt. R. Green. John Day, 1963.
Eastern Europe. Sadlier. p. 58-64.
Egypt, Gift of the Nile W. Fairseivis. Macmillan, 1963.
Egyptians in the Middle Kingdom. E.Oschsenschlager.McCann,1963.
Exploring the Old World. O. Hamer. Follett.
First 3000 Years. C. Falls. Viking, 1960.
Land of the Pharoahs. L. Cottrell. World, 1960.
Living in the Old World. Macmillan. p. 441-443, p.447.
Man and His Changing Culture. Kenneth Wann. Allyn & Bacon.
Middle East and North Africa. Sadlier. p. 58-64.
New World's Foundations in the Old. Allyn & Bacon.
People and Technology. Boston Ed. Lab. Unit on Nantucket.
The Gift of the River. E. Meadowcroft. Crowell, 1937.
The Middle East. World Culture Program. Scholastic, p. 100-108.
Western Europe. Sadlier. p. 70-73.
World Culture Past and Present. Adlaine Hagaman. Harper & Row.
You and the World. Benefic Press.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

INFUSED BEHAVIORAL OBJECTIVE

Given values such as wealth, friendship, education, adventure, family, the student will be able to list these values according to his personal priorities and defend his listing.

CONTENT AREAS

Language Arts - Creative Writing

RESOURCES

A.V. Materials

Call It Courage. (R). Newberry.
Developing Basic Values. (FS). Society for Visual Education.
    Acceptance of Differences.
    Consideration for Others.
    Recognition of Responsibilities.
Pinocchio. (R). Caldman.
Values in Action. (F). Ealing Film Loop. Gordon Flesch Co.

Books

African Adventure. W. Price. John Day, 1963.
Amazon Adventure. W. Price. John Day, 1949.
Bells of Bleeker Street. V. Angelo. Viking, 1949.
Blue Willow. D. Gates. Viking, 1940.
Cavalcades. "A Thread of Understanding". Scott Foresman.
Diving For Science. L. Poole. McGraw-Hill, 1955.
Kon-Tiki. T. Heyerdahl. Random House, 1960.
Roosevelt Grady. L. Shotwell. World, 1963.
The Story of Yankee Whaling. American Heritage. Harper, 1959.
Welcome Children. P. Buck. John Day, 1963.
Wilderness Journey. W. O. Steele. Harcourt, 1953.

*Please add other resources as you learn about them.

SIXTH GRADE

SKILL AWARENESS, BEGINNING COMPETENCE

Goals:
The student will become aware of:

- Resource needs
- Limiting factors related to setting task objectives
- Basic problem-solving process
- Positive behavior for human relationship
- Recognition of competency necessary for safe use of tools and materials

CAREER EDUCATION THEME

23. The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

INFUSED BEHAVIORAL OBJECTIVE

Given a list of inventions during the Western Industrial Revolution, the child will be able to draw a chart illustrating four inventions and appraising the economic need of any two, analyzing the advantages and disadvantages of the inventions on society.

RESOURCES

A.V. Materials

Elias Howe (T).
Eli Whitney (T).
Invention and Technology That Shaped America. (FS).
John Deere. (T).
The Evolution of American Industry, Enterprise, and Welfare.(FS).
The Industrial Revolution (F). BOCES.

Books

All About Famous Inventors and Their Inventions. Amer. Heritage.
Biographical Encyclopedia of Science & Technology. 902-A.
Challenge of Chicago. Allyn & Bacon.
Encyclopedia of American History. Richard Morris.
Exploring the Old World. O. Hamer. Follett.
Industrial Revolution. Patrick Rooke. John Day, 1972.
Living in the Old World. Macmillan. p. 307-310.
Machines and the Men Who Made the World of Industry. Hartman. Macmillan.
Man and His Changing Culture. Wann. Allyn & Bacon.
Men of Science and Invention. American Heritage. Harper,1960.
New World's Foundations in the Old. Allyn & Bacon.
Picture History of Inventions. Eco. Macmillan.
Story Behind Great Inventors. E. R. Montgomery. Dodd,Mead.
Western Europe. Sadlier. p.52-58.
World Cultures Past and Present. Hagaman. Harper & Row.
You and the World. Benefic Press.
Your World and Mine. Ginn.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.

INFUSED BEHAVIORAL OBJECTIVE

After identifying the basic needs of prehistoric man, the student, using only techniques possibly available to prehistoric man, will make and demonstrate the use of one early tool.

CONTENT AREAS

Social Studies - Industrial Revolution
Language Arts - Critical Thinking

RESOURCES

A.V. Materials

Coming of Civilization. (FS).
Evidence of the Ice Age. (F). BOCES.
Fossils Clue to Prehistoric Times. (F). BOCES.
Life in the New Stone Age. (FS). McGraw-Hill.
Man Inherits the Earth. (FS).
Pre-Man Dawn of Civilization. (FS).
Primitive Man Parts I - IV. (TR).
The Old Stone Age. (FS). SVE.

Books

Ancient Civilization. Allyn & Bacon.
Caves of the Great Hunters. H. Baumann. Pantheon, 1962.
First Men in the World. A. White. Random House, 1953.
Fossil Book. C. L. Fenton. Doubleday, 1958.
Fossil Man. Michael Day. Grosset, 1970.
How and Why Wonder Book of Primitive Man. D. Barr. Grosset,1961.
Living in the Old World. Macmillan. p. 28-41.
Man From the Beginning. S. A. Freed. Creative, 1967.
New World's Foundations in the Old. Allyn & Bacon.
Prehistoric America. A. White. Random House, 1951.
Search For Early Man. Horizen Magazine. Harper, 1963.
Stone Age Peoples Today. G. Baldwin. Norton, 1964.
You and the World. Benefic Press.

*Please add other resources as you learn about them.

SIXTH GRADE

EMPLOYABILITY SKILLS

Goals:
The student will become aware of:

- Relationships, achievement and interest to a wide variety of work settings
- Understanding that work situations may require skills not possessed
- Advantages of task selection
- Employability associated with skills, attitudes and habits

CAREER EDUCATION [illegible]

29. The student will relate information about himself in selecting, [illegible], or performing duties.

INFUSED BEHAVIORAL OBJECTIVE

After participating in a group project, the child will evaluate the interaction of the group by stating two contributions of his and four other people.

CONTENT AREAS

Language Arts - Critical Thinking

RESOURCES

A. V. Materials

Developing Basic Values. (FS). Society for Visual Education.
  Acceptance of Differences.
  Consideration for Others.
  Recognition of Responsibility.

Teaching Aids

SRA Discovering Differences.
  Getting Along in School. (Jr. Guidance Services.)

This will take place in the classroom at the conclusion of a group project.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

30. The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

INFUSED BEHAVIORAL OBJECTIVE

After selecting a specific occupation, the student will list the skills and requirements necessary to enter this occupation. He will then make a checklist of those qualifications he possesses to fill such a position.

CONTENT AREAS

Language Arts - Research, Library Skills.
Social Studies - Economics.

RESOURCES

A.V. Materials

Cafeteria Workers. (FS). McGraw-Hill.
Career in Engineering. (F). BOCES.
Circulation and the Human Body. (F). BOCES.
Hemo the Magnificient. (F). BOCES.
How Our Bodies Fight Disease. (F). BOCES.
Our Fire Department. (FS). Encyclopedia Britannica.
Our Police Department. (FS). Encyclopedia Britannica.
The Custodian. (FS). McGraw-Hill.
The School Nurse. (FS). McGraw-Hill.

Books

Conquest of Disease. L. E. Martin. Coward McCann, 1961.
Men of Medicine. K. Shippen. Viking, 1957.
Modern Medical Discoveries. I. Eberle. Crowell, 1968.
New Parts for People. Story of Medical Transplants. Rosenberg. Grosset, 1969.
Occupational Outlook Handbook. U.S. Dept. of Labor, Bureau of Labor Statistics.
Our Language Today. American Book Company. p.249-255.
Spare Parts for the Human Body. W. Nolen. Random House, 1971.
The First Book of Hospitals. H. Coy. Watts, 1964.
The Physician. R.V. Lee. Time, 1967.
What Could I Be. W. Lifton. SRA.
Your Hospital a Modern Miracle. M. Cosgrove. Dodd Mead, 1962.

*Please add other resources as you learn about them.

SIXTH GRADE

ATTITUDES AND APPRECIATIONS

Goals:
The student will become aware that:

- In accepting a task he or she also accepts certain responsibilities
- Individual differences exist as they relate to values

CAREER EDUCATION THEME

31. The student will recognize the responsibilities to himself and others when accepting a task or job.

INFUSED BEHAVIORAL OBJECTIVE

After group discussion, the student will identify ten scientific occupations and state the value and importance of each.

CONTENT AREAS

Social Studies - Occupations

RESOURCES

A.V. Materials

Career Opportunities II. (FS). Careers in Science.
Careers in Engineering. (F). BOCES.
Encyclopedia Britannica Job Opportunities Series.
    Professional and Related Occupations. (F loops).
Introduction to Oceanography. (FS) Encyclopedia Britannica.
People at Work in Scientific Fields. (TR).
Science. (FS). McGraw-Hill.
The New Frontiers in Science. (SP) (on geological industry.)

Books.

Concepts in Science 6. Harcourt, Brace & World.
NASA Skylab Program. Public Documents, 5801 Tabor Ave.
    Philadelphia, Pa. 19120.
Science For Today and Tomorrow. Heath Co.

*Please add other resources as you learn about them.

CAREER EDUCATION THEME

32. The student will recognize individual differences and become tolerant in his interpersonal relationships.

INFUSED BEHAVIORAL OBJECTIVE

Having completed a study of a geographic region, the student will list the similarities and differences of the area to his own geographic region.

CONTENT AREAS

Social Studies - Regional Studies, Geography

RESOURCES

A.V. Materials

Danube. (F). BOCES.
Face of the Sahara. (F). BOCES.
Geography - Where People Live and Work. (FS).
Northeast. (FS & R). Filmstrip House.
Northern Africa Water and Man. (F). BOCES.

Books

Age of Western Expansion. Allyn & Bacon.
Eastern Europe. Sadlier. p.9,10-29.
Exploring the Old World. O. Hamer. Follett.
Geography. L. Kennamer. Steck-Vaugh, 1962.
Interaction of Culture. Allyn & Bacon.
Lands of the Middle East. Allyn & Bacon.
Living in the Old World. Macmillan. p. 46-100.
Man and His Changing Culture. Wann. Allyn & Bacon.
Middle East. Scholastic World Cultures. p. 11-20.
Middle East & N. A. Sadlier. p. 8+9, 10-22.
New World's Foundations in the Old. Allyn Bacon.
Picture Map Geography of the U. S. V. Quinn. Lippincott,1959.
This Is Our Land. H. Pease. Random House, 1961.
This Is Our World. Ray Bethers. Hasting House.
Western Europe. Sadlier. p. 9,10-22.
World Cultures Past and Present. Hagaman. Harper & Row.
You and the World. Benefic Press.

*Please add other resources as you learn about them.

BIBLIOGRAPHY

SELECTED ANNOTATED BIBLIOGRAPHY FOR CAREER EDUCATION

Adams, Walter W. Career Information System for the Comprehensive Career Education Model. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, 1972.

An explanation of the rationale for the development of the Career Information System (clustering). The Human Resources Research Corp. was contracted with to deliver a clustering system based on three essential criteria which are: 1) to encompass most jobs, 2) to be translatable into K-12 curriculum, and 3) to show clear and specific advantage over other systems. Adams also states that the CIM fulfills requirements of a developmental structure as outlined by Piaget.

Allen, James A., Jr. "Competence for All as the Goal for Secondary Education," NASSP Bulletin, 54:9-17, May, 1970.

Allen states that career consciousness should be fostered in the very youngest children by giving them opportunities to see what work is involved in various occupations. The way to eradicate unemployment, poverty and environmental deterioration is not by remedial measures after the damage has been done, but by providing students with a career oriented educational process which helps them maintain a balanced life, a satisfying use of their abilities in the world of work, and the opportunity to support themselves. At the secondary level all students should be allowed to move in and out of vocational-technical and academic courses.

Brown, George Issac. Human Teaching for Human Learning. New York: Viking Press, 1971.

Brown contends that the greatest potential for creating a healthy, rather than sick, society lies in the schools. He describes "confluent education" as a marriage of the affective (feeling or emotional aspect of experience and learning) and the cognitive (intellectual functioning) bodies of education. Brown's theories are applicable to any teaching situation, unlike many radical or fad approaches to education. Because his ideas are readily adoptable, his goals fit into the aims of career education.

Career Awareness Education: Introduction, Instructional Resource Units, and Annotated Bibliography. Huntington, West Virginia: Marshall University, Department of Vocational and Technical Education, 1972.

A teaching guide for grades K-6 which provides 26 resource units on Career Awareness. It includes teaching strategies for such units as: 1) Wonderful World of Work, 2) Working at Home, 3) Family Living, 4) Our Parents in the World of Work, 5) Clothes of Today, 6) Workers Within Our Community, 7) Protective Services Provided by Our State, 8) Crafts of Appalachia, 9) Careers in Music. These units are presented according to grade level and have very good ideas to be implemented in the regular school curriculum.

Career Education Resource Guide. Morristown, New Jersey: General Learning Corporation, 1972.

A useful guide for teachers of Career Education. Resources are presented in three main sections: Kindergarten/Elementary, Middle/Junior High School, and High/Adult. Other topics include the role of the teacher, the complexity of the decision-making process as it relates to Career Education and the process of evaluation in this area.

Crews, A.C. "Career Orientated Curriculum: Cobb County Model," *American Vocational Journal*, 44:17, December 1969.

Article puts forth a model for the infusion of Vocational Education into existing curricula from kindergarten to post-secondary schools.

Crites, John. *Maturity of Vocational Attitudes in Adolescence.* Washington, D.C.: American Personnel and Guidance Association, 1972.

Crites developed a Career Maturity Inventory that measures the competencies or processes ultimately used in choosing an occupation. The instrument is called CMI (Career Maturity Inventory). It stresses the inter-relationships between career maturity and career education, thus enabling educators—to revise curricula and training programs to benefit the individual and society.

Dinkmeyer, Don. *Developing Understanding of Self and Others.* Circle Pines, Minnesota: American Guidance Service Inc., 1970.

DUSO is a comprehensive program designed to help the child appreciate himself as a thinking, acting, and feeling being by understanding social-emotional behavior. DUSO activities make extensive use of a listening, inquiry, experiential, and discussion approach to learning through role-playing, puppet play, group discussion, reading suggestions, music and art.

Drier, Harry N., Jr. K-12 Guide for Integrating Career Development Into Local Curriculum. Worthington, Ohio: Charles A. Jones Publishing Company, 1972.

Following an introduction describing the history and purpose of the guide, the author presents 219 general objectives grouped by concept under the headings of Self, Work World, and Career Planning and Preparation. An extensive resource section and glossary are also included.

Drucker, Peter. The Age of Discontinuity. New York: Harper and Row, 1968.

The book discusses the four major areas of discontinuity. They are: 1) the explosion of new technology that will result in major new industries, 2) change from an "international" economy to a "world economy," 3) new sociopolitical reality of pluralistic institutions which poses drastic political, philosophical and spiritual challenges, and 4) the new universe of knowledge based on mass education and its implications in work, life, leisure and leadership. A large part of the text is devoted to the role of education in the coming decades. Problem areas are identified and some suggestions for alleviating them are offered by the authors.

Dunn, C. J., and Bill F. Payne. World of Work: Occupational-Vocational Guidance in the Elementary Grades; A Handbook for Teachers and Counselors. Dallas, Texas: The Leslie Press, 1971.

This booklet is concerned with Occupational-Vocational Guidance in the elementary grades. Teachers and counselors can quickly select from this handbook suggestions to fit the needs of their students. Materials relative to vocational education are directly related to specific subject areas. All school activities are carefully developed in the world of work. A very good resource for infusing career education in the present curriculum.

Dunn, Loyd, and James O'Smith. Peabody Language Development Kit Level 1 and 2. Circle Pines, Minnesota, American Guidance Service Inc., 1966.

The PLDK is designed to stimulate oral language development.

Reception is provided through the three key senses of modality; sight, hearing, and touch. The program suggests day to day exercises from which a teacher may draw activities as needed. Many activities relate to career occupations and tools needed for different jobs.

Evans, Rupert N. "Rationale for Career Education," *NASSP Bulletin*, 371:52-61, March, 1973.

The author feels that current school programs do not encourage decision making. Often youngsters are told not to worry about such things. Career education is viewed as a motivating force in helping the child succeed in learning to read, write and compute. It is seen as a natural vehicle, not only for instruction, but also for the formation of a work ethic.

Gibson, Robert L. *Career Development in the Elementary School*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

The article offers an excellent introduction to the concept of elementary guidance. The child's basic understandings of self, human behavior, world of work, significance of education and ability to recognize significant interrelationships are discussed. Taken together they comprise the development of the total self with respect to the world of business and life.

Goff, W. and others. *Project P.A.C.E. Dayton City School District*. Washington, D.C.: United States Department of Health, Education and Welfare, Office of Education, June, 1967.

The purpose of the P.A.C.E. project was to help youngsters improve upon their past experiences. The need for career education at the elementary level was identified as a major goal. A schemata is presented which includes self-awareness and individualized counseling techniques. The project offers a good model for school personnel who may wish to initiate similar programs.

Goldhammer, Keith. "A Careers Curriculum." Paper written for use in staff seminars at the Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio: June, 1952.

Goldhammer states that education should be more concerned with the individual's total growth, not just his vocational skills or his ability to get into college. A Careers Curriculum would offer awareness in several areas which can be experimented with so that true choices can be made. Several case

studies are presented which illustrate this idea. He also stresses the need for the development of effective materials and community involvement.

Goldhammer, Keith and Robert E. Taylor. "Introduction: Career Education Perspectives," Education: Perspective and Promise. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972. The authors examine the role of career education as it relates to the total educational program. It is viewed as a means of aiding individuals develop their capacities for the multiple life roles they must fulfill. Concepts and ideas related to career education must be fluid and subject to change and modification in order to facilitate the development of viable programs in this area.

Harris, Thomas A. I'm O.K. - You're O.K. New York: Harper and Row, 1969.

Harris' innovative ideas on transactional analysis are clear and simple tools which help an individual better understand himself and his relationships to others. It is a system of attitudes and vocabulary that can be adopted into a working procedure in a class situation using four life positions which focus upon communication. Any teacher working toward the eight goals of career education would find Harris' ideas an effective and informative tool in achieving his goals.

Herr, Edwin L. "Unifying An Entire System of Education Around a Career Development Theme." Papers presented at the 1969 National Conference on Exemplary Programs and Projects, Atlanta, Georgia: March 12-14, 1969.

Herr considers the use of career education as a means of organizing and unifying education by incorporating a systematic skills approach, behavioral goals, and individual development. He discusses the interdependence of child development and career choice in terms of the conceptual development of the individual relevant to the individual's expectations, and his environmental awareness. The interaction of external factors and self-perception are inherent in choice and decision making. The educational pattern from elementary school to higher education is a progression from an awareness of the roles of workers in the world around them, to adult refinement of individual skills.

Hoyt, Kenneth B. "Career Education; Myth or Magic," NASSP Bulletin, 371:22-30, March, 1973.

The author attempts to answer questions related to career education which include: what it is, what its historical antecedents were, what its current status is and what the implications are for change growing out of career education. It is acknowledged that there are no final answers. Some of the concepts brought forth include the idea of career education as a preparation for living that will help youngsters to find work, acquire more skills and find employment meaningful and satisfying. The need for school and community cooperation in the development of such programs is also stressed.

Hoyt, Kenneth B., et al. *Career Education: What It Is and How To Do It.* Salt Lake City, Utah: Olympus Publishing Company, 1972.
The author provides answers to four questions: 1) What are the key concepts of career education?, 2) Why is career education needed?, 3) How is career education being implemented in practice?, and 4) What are the appropriate strategies of implementation for a school system interested in the concept?

Hoyt, Kenneth B. "Questions for Resolution in Career Education." Presented to National Conference on Career Education sponsored by the U.S. Chamber of Commerce, February 28, 1973.
The author discusses the desirability, practicality, probability and limitations of ten concepts in career education: 1) The concept of exchange programs between labor-industry-school personnel, 2) Field trips for students, 3) Work experience for high school students, 4) School-industry job placement programs, 5) Use of occupational resource persons from the business-industry-labor community, 6) Year-round school running 16 hours a day, six days a week, and staffed partly by business-labor-industrial personnel, 7) Use of retired workers as resource persons in schools to acquaint students with the world of work, 8) Work as a personally satisfying experience, 9) The need for every student leaving school to have a salable skill, and 10) The need for every student to be employed after leaving school if he desires.

Industry Education Councils: A Handbook. New York: National Association of Manufacturers, Education Department, 1973.
This handbook explains what an industry-education council is; why there is need for such a council, how to form a council, and the activities in which these two groups would be involved.

Jacobsen, Thomas J. "Career Centers," Inform. N.C.I.C., a service of the American Personnel and Guidance Association, August, 1972.

Jacobsen states that the career center is a new strategy to facilitate guidance services for students. He believes that career centers will work both in educational institutions as well as other counseling agencies. Career centers are becoming popular because they are effective and economical, and also because they provide people with the opportunity of helping themselves He gives us five steps on how to start a center, and how to evaluate and promote a center.

Keller, Louise J. "Career Development - An Integrated Curriculum Approach, K-12." Keynote speech delivered at the University of Northern Colorado, Greeley, Colorado: June 8, 1970.

This article presents a basis or rationale for a career education program integrating the academic, vocational and general education areas. The author views the curriculum as — "the total learning activities of a school." Thus, the definition of career education follows as "the sum of the learning activities regarding the world of work." The author develops career education on grade levels from K-12, giving broad guidelines which one can follow.

Letam, John W. "Potential of Career Education," Essays on Career Education. Portland, Oregon: Northwest Regional Educational Laboratory, 1973.

Letam discusses the impact of a career education program on the individual youth's attitude toward his school experience. Career education will serve as a means of redirecting the curriculum to include career emphasis which will serve to motivate and stimulate students toward higher achievement. It is also noted that career education seeks to incorporate real, varied and meaningful experiences into the educational programs of all students.

Lincoln County Exemplary Program In Vocation Education. Resource Unit-Level Six, Lincoln County Schools, Hamlin, West Virginia, 25523. (mimeographed)

This guide contains four teaching units geared for the sixth grade. They are: 1) Communicating Through Letters (job roles in postal services), 2) Careers in Music, 3) Around the World on an Occupational and Vocational Vacation, and 4) Bussy Ants News. (To synthesize the multi-news medium into a workable

newspaper operation.) Each unit contains procedures, student activities, notes and resources. Units are quite sophisticated and could be useful to sixth grade teachers.

Maguire, Louis M. and John A. Connolly. "Employer Based Career Education: The RBS Model," Sixth Annual National Vocational and Technical Teacher Education Seminar, Columbus, Ohio, October 23-26, 1972.

Research for Better Schools is developing and testing an employer-based career education model at the Academy for Career Education in Philadelphia. The Academy, a private, non-profit school, has a student population of 100 eleventh-grade students, ages 16 and 17. In September, 1972, instruction began at the Academy. The program consists of a number of courses in (a) General Education, (b) Explorative Education, and (c) Specialized Education. Incorporated in the program is continuous revision as experience accumulates and questions arise. Employer-based education is an experiment designed to tell us which employers are willing and able to contribute to education. It involves (1) the employer participating in determining educational policies, (2) intensive study of and participation in the world of work by the students, and (3) educational experiences conducted by employers at their locations.

Marland, Sidney P., Jr. "Career Education: More Than a Name." Speech presented to the meeting of the State Directors of Vocational Education Annual Meeting, Washington, D.C.: May 4, 1971.

Marland discussed the school-based, and employer/home-community-based models of career education. He believes that we should begin with existing curricula and branch out from the school. He also emphasized the need to involve the local community and industry in the formation of new programs in career education.

Marland, Sidney P., Jr. "Career Education Now." Presentation at the National Association of Secondary School Principals, Houston, Texas: January 23, 1971.

Marland discusses what is right and what is wrong with vocational education today and what can be done to build strength and eliminate weaknesses. He states that all education is career education and that we must prepare students for the world of work or continued formal education. We should

give students as many chances as possible to learn where their interests lie.

May, Lola June. "Who Shall Teach Career Education-The Practitioner As Teacher," Essays on Career Education. Edited by McClure and Brian. Portland, Oregon: Northwest Regional Educational Laboratory, 1973.

May offers examples of classroom approaches that show how simple learning activities can spark student interest. She views community resources and adult volunteers as helping to instill attitudes about the world of work. May states the goal of career education as that of providing the high school student with both a traditional education and a salable skill.

McCarty, D. J. "An Uneasy Look at Career Education," School Management, 16:6-7, November 1972.

McCarty strongly establishes the intents of career education and its revolutionary value to our society. He then proceeds to raise questions he feels have been neglected. Some of his worries are: a) budget, b) the training of teachers, c) the actual doing in the classrooms rather than giving general information, d) a hard-sell approach from Washington, and 4) the cooperation of unions. Attached to this article is a "letter" response from James J. Buckley, Superintendent of Schools, Milford, Massachusetts. The purpose of his response is to answer the questions that McCarty has raised.

McGinley, Jerry P. World of Work: Career Awareness Development for the Elementary Grades. Rev. Ed., Reno, Nevada: Research and Educational Planning Center, College of Education, University of Nevada, 1973.

This guide contains teaching suggestions and information for teachers' use in a career awareness program for grades K-6. The activities are designed to develop basic attitudes concerning the importance and functions of work. At the earliest grade levels, emphasis is placed on a general understanding that people work for a variety of reasons and that there are some workers who produce goods and some who render services. By the sixth grade, emphasis is placed on orienting students to the concept of clusters with the intention of providing a cycle of "hands on" experiences with many clusters. A good resource for all grades.

Muirhead, Peter P. "Career Education:—The First Steps Show Promise," Phi Delta Kappan, 54:370-372, February 1973.

Muirhead discusses the concern that United States schools do not meet the need of guiding youth toward sensible career decisions based upon an understanding of available job options. Various historic figures are briefly mentioned as being career education proponents because of their belief in making the most of one's abilities. He briefly discusses what the USOE and others are doing to promote career education throughout the country and discusses four national career education models.

Nash, Robert J. and Russell M. Agne. "Career Education: Earning a Living or Living a Life?" Phi Delta Kappan, 54:373-378, February 1973.
An analysis of the idealogical premises underlying career education proposals. Becuase of the absense of self-criticism in the field, Nash and Agne cite careful, constructive criticism and present an examination of career education proposals.

Norris, Willa. Occupational Information in the Elementary School. Chicago, Illinois: Science Research Associates, Inc., 1963.
Various theories of vocational development by leading sociologists and psychoanalysts are briefly outlined. From kindergarten through grade six it was shown how occupational information could be brought into the existing curriculum. Many activities are suggested, and examples of children's work are shown. Primary areas cover home and community; secondary grades study industry. The second part of the book lists resources by type and level.

Norton, Robert E. "In Service Education: Vital to Career Education Delivery." Paper read at the American Vocational Association Convention, Chicago, Illinois: December 3, 1972.
Norton states that in-service education should not be viewed as merely an add-on to our present program, but as an integral feature woven into the ongoing organization. This article describes an "in-service change model" - its implementation and evaluation as well as general guidelines for our in-service program development.

Occupational Education, A Statement of Policy and Proposed Action. Regents of the University of the State of New York, State Education Department, Albany: May, 1971.
This Regents-Position Paper No. 11 offers a general description of occupational education: It is a part of the

the educational process that prepares people for employment requiring less than the baccalaureate degree. It is an aspect of the total educational process encompassing the earliest grades through all instructional levels. Its purpose is (1) to serve all people, (2) to develop an understanding of the work concept, (3) to develop positive work attitudes, (4) to familiarize one with various kinds of work, and (5) to provide exploratory and prevocational experiences. The importance of this paper is to inform the reader of the basic description, reason for, and implications of a program in occupational education.

Parnell, Dale. "The Oregon Way; A State Plan for Applying Relevancy to Education," American Vocation, 44:14-17, December, 1969.

Parnell discusses Oregon's approach to secondary education as it affects both the general and vocational programs. Oregon's approach is directed at developing skills and understanding that relate to career clusters. This requires five changes in the school system which are: (1) movement away from an academic track system to a career-cluster track system, (2) infusing the world of work into general education, (3) rebuilding the high school curriculum around the career-cluster concept, (4) providing specific training or sources of training for those occupations that do not require a backelor's degree, and (5) building better integrated guidance and counseling programs. In addition, the author discusses seven assumptions that have been arrived at in order to develop the career-cluster curriculum at the senior high level.

Pikeville Independent School District and Eastern Kentucky University. A Universe Model of Occupational Education. John D. Jenkins, Director. Material prepared for the Conference on Career Education, Lexington, Kentucky: October 14-15, 1971.

A plan for implementing career education in grades 1-12 within a three-year period. Specific goals are listed, and objectives stated as well as predicted outcomes. Implementation is shown for the first grade with an overall curriculum content plan and three supporting lesson plans with objectives, activities, teaching procedure, relationship (to other areas), tools, equipment, teaching aids, bibliography, and evaluation.

Platt, A. H. "Room to Grow: Something Special For All Kids," Philadelphia School District. Philadelphia, Pennsylvania: 1969.

This article describes an extra-curricular approach to career education. It explains the way the project was conceived, developed, and evaluated. It also presents the findings of the project.

Pratzner, Frank C. "Career Education." Paper written for staff seminars at the Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio: 1972.

Pratzner sees the roles of education as providing for individual self-awareness and helping the individual acquire the skills and knowledge to understand and improve society. He feels that there should be more of a mixture between general and specialized education. This action would then characterize one aspect of career education. The author further sees career education as a way of humanizing education, and, in particular, vocational education. He feels that a career education system would provide for: (1) individual work adjustment, and (2) a balanced supply and demand for skilled manpower.

Purkey, William W. Self Concept and School Achievement. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1970.

This book includes an introduction to theories of the self, beginning with Descartes' "Cogito, ergo sum," (1644) and proceeding through contemporary psychological theories. The author discounts cause-effect relationship in self-concept development; believes a reciprocity exists continually between performance and self-concept. Chapter four is of most-value to classroom teachers, particularly in offering a self-inventory for evaluating the creation of an appropriate classroom atmosphere. An extensive bibliography and index are also included.

Reinhart, Bruce. "Building A Comprehensive Educational System." Paper prepared for National Council of Local Administrators' meeting with the American Vocational Association, Chicago, Illinois: December 2, 1972.

Report emphasizes major considerations for installing a Comprehensive Career Education Model in a local school district. Each local district will have to define career education, develop a conceptual consensus of all educational disciplines for it, and specify an operational definition in terms of goals and objectives.

Representative Abstracts From 15 Occupational Clusters. Information Series No. 8, Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1973.

This booklet provides abstracts of five to six careers from each of the 15 occupational clusters. It represents the content of occupational cluster computer searches on Arts, Humanities, Natural Resources, Construction, Government Communication, Trade, Finance, Education, Health, Welfare, Personal Services, Product Services, Recreation and Entertainment, Manufacturing, and Transportation. This communication is useful to initiate research into available careers.

Revised Elementary Guide for Career Development. Moberly Public Schools, Moberly, Missouri, 1972.

The curriculum materials in this guide are divided according to grade level and subject matter. Each model suggests specific activities based on given behavioral objectives. The activities described are useful to the elementary teacher.

Samples, Doris Ann. "Career Training: A Big Effort (In Texas) Of Course," *New York Times*, Section 4, July 22, 1973, p. 7

Dallas' Skyline Career Development Center was established two years ago to cope with the dropouts in high school and the students who complete high school with neither a salable skill nor the proper background for higher education. Skyline, a $21.5 million high school complex is three schools in one; the Career Center, a regular high school, and the Center for Community Services for adult education. The Dallas Chamber of Commerce has 300 men and women from the community who actively participate in the program.

Smith, Susan Margot. "Career Education for Women: An Opportunity to Change the Theme," *Essays on Career Education*. Edited by McClure and Brian, Portland, Oregon: Northwest Regional Educational Laboratory, 1973.

Smith gives a background of the "ettiquette legend" of women's place in 19th century society. She then analyzes the status of women in today's job market and educational system. The author concludes by stating trends that must be changed in order to give women a better feeling about themselves. These include: (1) change of self-image in order to eliminate feelings of inferiority, (2) renewal of a belief in personal choice, and (3) development of an awareness of choices--educational and vocational--that are available.

Spain, Jayne B. "Job Stereotyping: A Time for Change." Speech delivered at the Annual Meeting of Printing Industries of Cincinnati, Cincinnati, Ohio: May 29, 1973.

Spain discusses the stereotyping of "women's work" and the resultant sex discrimination. The mental attitudes that have kept women from the top jobs are the feelings that: (1) they are basically inferior, (2) their place is in the home, and (3) they don't need jobs because men are the actual breadwinners. The author also cites examples of where and how this sex bias has developed and the ways it can be alleviated.

Super, Donald E. The Psychology of Careers. New York: Harper and Row, 1957.

Super considers work as a way of life. He discusses the entry of the individual into the world of work as either early entry or late entry and thus distinguishes the educational and experience prerequisites of selected occupations. The problems of adjusting to work requirements involve an implementing of the self-concept, and a modifying and preserving of self-concept. Values of work seemed ordained by classes with the emphasis in the middle class on achievement through education, and in the lower class on hard work and pride in one's work. The author believes that the adjustment capabilities of an individual must be understood by the vocational counselor and techniques of appraisal and processes of counseling must be developed to meet the needs of the individual.

Swanson, Gordon I. "Career Education." Paper written for use in staff seminars at Center for Vocational and Technical Education at the Ohio State University, September, 1971.

Swanson attempts to define or describe career education in five reinforcing ways. He stresses that "career" is an adjective which applies to all education, and should not be interpreted as a subject apart from other education. Among elements of the school-based model, clusters of occupations are listed. Several pertinent problems are presented, particularly the remoteness of the world of work for elementary school children, and the lack of personnel available in the secondary schools. Educational research and federal allocation are essential for total implementation and effectiveness.

Synopses of Selected Career Education Programs: A National Overview of Career Education. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University,

April, 1972.

North Carolina University has set up a project to provide educators with on-the-job experiences. The researchers were scattered throughout 39 projects in ten regions of 30 of our states. Awareness and exploration are the aims of the elementary level, while actual "hands-on experiences" are the aim of the secondary program. The synopses state the goal of career education is a common one, that of integrating the available resources of the school, community and industry. Findings included program goals, general characteristics of the projects, and grade levels at which programs were developed.

Tilton, Jack. "Career Education: Career Awareness K-6," in Career Education: Perspective and Promise. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972, pp. 211-226.

The author discusses the "why" and "how" of career education. His rationale for such programs is based upon the assumption that large numbers of American youth find school meaningless and that, consequently, programs such as career education should be initiated to add meaning to school activities. To carry out such projects the author lists 84 possible experiences in career awareness for grades K-6 which can be integrated into existing subject fields.

Toffler, Alvin. Future Shock. New York: Random House, 1970.

Toffler states that education must make three changes, which are: (1) to transform the organizational structure, (2) to revolutionize its curriculum, and (3) to encourage a more future-focused orientation. He believes education must be out of the school and immersed in the community (super-industrial education), throughout life. The curriculum must not dwell on the past, or even the present, experiences that will not be relevant when the student enters the working world. It must teach him to learn, relate and choose. Education must create a curiosity and awareness of the future so that the student will be equipped to meet the impact of change.

Trachenberg, Myra. "The Role of the Information Specialist," Inform. N.C.I.C., a service of the American Personnel and Guidance Association, November, 1972.

The author discusses the role of the information specialist as an in-house resource person to counselors and teachers as well as students.

U.S. News and World Report. "Training More People for Jobs in the Real World," 74:49-51, June 2-5, 1973.

This article deals with some interesting statistics which encourage the need for "career" education. Nearly 2.5 million students leave our formal educational system each year without adequate preparation for working life, indicating that schools are not working to help each individual reach his capacity and interest level.

Wilcox, John, Nancy Straus, and Andeth Deay. *Infusion Models In Career Education in the Elementary Schools*. Ithaca, New York: Cornell Institute for Research and Development in Occupational Education, February, 1973.

The model defines and illustrates career education concepts within the framework of science and social studies. The eight career elements from the Ohio State CCEM model are used to develop behavioral objectives within the stated curriculum areas. The format of the model is as follows: career education theme, presentation of appropriate themes, behavioral objectives and finally the unit content. Grades one through six are represented with units in social organization, economic organization, leaders and biographical personages, our growing bodies, air weather and water, and the solar system.